DOCUMENT RESUME

ED 150 088 95 SO 010 715

TITLE Selected Bibliography of Egyptian Educational Materials, Vol. 2, No. 4, 1976.
INSTITUTION Al-Ahram Center for Scientific Translations, Cairo (Egypt).
SPONS AGENCY National Science Foundation, Washington, D.C.
REPORT NO TT-76-59219/4
PUB DATE 77
NOTE 119p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see ED 139 730, ED 146 101 ; Bibliography was prepared under U.S. Office of Education Special Foreign Currency Program

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Annotated Bibliographies; Art Education; Civics; College Faculty; *Comparative Education; Curriculum; *Developing Nations; Early Childhood Education; Educational Administration; Educational Philosophy; Elementary Secondary Education; Females; Higher Education; Illiteracy; Industrial Education; Language Instruction; Religious Education; *Research Reviews (Publications); Teacher Education; Textbooks
IDENTIFIERS *Egypt

ABSTRACT

One hundred seventy entries on 69 topics are contained in the selective annotated bibliography of Egyptian publications on education. Included are journal articles, books, and government documents published during 1976. Content includes the following topics: Arabic language, art education, civics, commercial schools, comparative education, curricula, dissemination of information, educational administration, educational facilities, educational television, faculties and universities, foreign students, illiteracy, industrial education, mathematics, mental health, nurseries, organization of research, philosophy of education, primary education, religious education, scholarships, school administration, secondary education, social service, sports education, teacher training, textbooks, vocational guidance, and women's education. Each entry presents author, title, source, page, date, length, and an annotation of several short paragraphs. Lists of authors and addresses of sources conclude the document. (AV)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 2, No. 4, 1976

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Cairo, Egypt
1977

SO010715

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ACADEMIC TEXT BOOKS

1. El-Sebaei, Labib, "Al-Kitab Al-Jami'i Wa-Masrahiyyat Kull "Aam", (Academic Text Books and the Same Story of Each Year), "Al-Ahram Al-Iqtisadei" magazine, Issue No. 510, (November 15, 1976), pp. 90-91.

Following a review of the acute problem of academic text books despite the resolutions and recommendations adopted in this respect, the writer cited the last of these resolutions which were passed by the Supreme Council for Universities and aimed at providing these text books.

Problems of text books as related by the writer include: plurality of books for the same subject and their high prices, especially text books used in the faculties of medicine, commerce and agriculture. In this connection, printing of academic books in the University Press may solve these problems, the writer added.

The writer also suggested that the notes prepared by professors should be distributed on a large scale in the identical faculties of the various universities, such as the faculties of veterinary, agriculture and dentistry in all universities.

If professors complete their text in advance and print it all at the same time, then the price would be known to each student before buying the book, he said.

ARABIC CALLIGRAPHY, TEACHING OF

2. Al-Murshidi, Mohamed Ahmed, "Dalil Al-Mu'allim Fi Tadris Al-Khatt Al-'Arabi", (A Teacher's Guide to the Teaching of Arabic Calligraphy), by Mohamed Ahmed Al-Morshidi et al, Cairo, Ministry of Education, 1976, 31 pages.

At the outset of this Guide, a review is made of the directions which should be followed by the teacher of Arabic calligraphy. It explains how the teaching of calligraphy inculcates in pupils many good characteristics and habits.

The Guide analysed each letter of the Arabic alphabet and described its particularities in such a manner as to make calligraphy comprehensible to pupils.

A demonstration is given at the end of the Guide of the method of teaching two forms of Arabic calligraphy, namely Al-Naskh and Al-Ruq'ah.

ARABIC LANGUAGE

3. Zayed, Fayez Abdul Meguid, "Mihnat Al-Lughah Al-'Arabiyah Fi Misr", (The Plight of the Arabic Language in Egypt), "Al-Gumhouriyah" newspaper, Vol. 23, Issue No. 8345, (November 2, 1976), p. 5.

Explaining in his introduction how the Arabic language has been steadfast in opposing all tempests throughout the ages, the writer mentioned that the language is currently undergoing a retrogression as an outcome of the declining standard of education in all levels in Egypt.

Tracing the reasons for such retrogression, the writer mentioned the fact that Al-Azhar university has shifted to modern sciences rather than Arabic language and religious doctrine. He also added the fact that local dialects are now predominant in the country and that Egyptian homes are preferring foreign language schools for governmental schools in instructing their children.

Concluding his article, he mentioned some devices whereby the Arabic language could be protected against any weakening factors.

Development of

4. Ahmed, Mohamed Abdul Kader, "Al-Nahw Wal-Adab Wal-Qira'a Wa-Limaza Takhallafna fi Ta'lim Al-Lughah Al-'Arabiyyah", (Grammar, Literature and Reading; Why did we Fail in Teaching the Arabic Language?), "Al-Ahram" newspaper, 102nd year, Issue No. 32882, (December 20, 1976), p. 3.

As an introduction to his article, the writer talked on the backwardness of the Arabic Language, whether in its material or in its teaching methods, curricula and academic research.

Explaining the reasons for such backwardness, the writer cited the difficulty of Arabic grammar, the fact that Arabic literature is far removed from the pupil's psychological and social life and the absence of any link between Arabic reading material in schools and our age.

Pointing to the role of the text book and the teacher and to what extent this backwardness is attributable to them, the writer emphasized that Arabic learning needs practical training and research.

After mentioning the means for overcoming such backwardness, the writer said that Arabic as a language, should not divorce itself from our age and its problems so that any student studying Arabic would feel that he is actually living in his age.

ART EDUCATION - TEACHING METHODS

5. Zaki, Lutfi Mohamed, "Turuq Tadris Al-Tarbiyah Al-Fanniyyah", (Teaching Methods in Art Education), by Lutfi Mohamed Zaki and Mahmoud El-Nabawi El-Shal, Cairo, Ministry of Education, 1976. 206 pages.

Following an introduction in which the authors emphasized the importance of their book to students in men and women teacher training colleges, the text of the book was divided into six parts.

Part 1 is concerned with visual education. It defines this type of education, and explains the systems for organizing visual perception. It also explains both demonstrative and visual education.

The second part describes a large number of facts, both variable and invariable, which have been revealed through studying drawings by children and deducting their specific characteristics. Illustrated examples of children's drawings are given to substantiate the author's views.

Part 3 deals with creativeness. It defines creativeness and describes its intellectual and non-intellectual attributes.

The fourth part is on the evaluation of pupil's art work. It shows the importance of evaluation, gives its meaning and describes the personality traits and characteristics of the evaluator. It also reviews methods and elements of evaluation.

Part 5 is devoted to art exhibitions. It describes the significance of these exhibitions as an educational and cultural necessity and explains the basic values underlying the various types of art exhibitions.

The sixth and last part deals with types of artistic activity. Each part ends with an outline of its contents.

6. Khamis, Hamdi, "Turuq Tadris Al-Funun", (Methods of Art Teaching), 6th edition, Cairo, Dar Al-Ma'aref, 1976. 192 pages.

The author's purpose from writing this book and its value to teachers of art in primary schools are set forth in the introduction.

The text of this book falls into six parts.

Part 1 deals with the role played by art in education and explains the meaning of education through art. Following a description of the stages through which art has passed, the author explained the aims of art education and the nature and meaning of art work.

The relationship between children's art and stages of growth is analysed in part 2, while the attitude of teachers when facing pupils in workshops is described in Part 3. In this connection, the writer refers to the teacher's plans, the principles observed in selecting subjects for artistic expression and the methods used in evaluating pupils.

Part 4 is devoted to a discussion on curricula. It defines curricula, describes the bases on which they are built and points to the teacher's role in putting the curricula into effect, with special emphasis on the curricula of art for pupils in the first stage of education.

The function of the workshop in art education is underlined in Part 5 which also enumerates the requirements to be met in art workshops.

The sixth and last part reviews the role of the art teacher in school life.

CHILD UPBRINGING

7. Al-Simri, Amal Mohamed El-Sayyed, "Athar Al-Tawafuq Wal-Sira' Al-Usari Wal-Taghayyur Al-Thaqafi bayna Al-Abaa Wal-Abnaa 'ala Al-Jawanib Al-Tarbawiyyah Lil-Abnaa", (Impact of Family Cohesion and Coersion and Cultural Differences between Parents and Children on the Children's Educational Approaches), "Sahifat Al-Tarbiyah" (Magazine of Education), 28th year, Issue, No. 4, (October 1976), pp. 58-63.

Following a definition of the term "family" and an explanation of what is meant by it, the writer elaborated on the bases and characteristics of a family showing how it contributes towards the life of a child and pointing to the psychological and social experiences which children acquire through healthy family interactions.

Having enumerated the educational elements which a child may gain from his interrelationships with his older brothers and sisters, the writer described how a single child in the family may be treated and how family relationships reflect on his upbringing.

Dealing with cohesion and coersion in the family, the writer showed how family relationships are affected accordingly, showing, in conclusion, that the rapid cultural changes taking place in our modern society are resulting in vast cultural gaps between generations and reflect on the parent-child relationship.

8. El-Bayyati, Nagat Khedr Abbas, "Dirasah Muqaranah Li Asaleeb Tanshiat Al-Atfal fil-Sanawat Al-Ula allati Tattabi'uha Al-Ummahat Al-'Iraqiyyat Wal-Ummahat Al-Misriyyat Al-'Amilat", (A Comparative Study of the Methods of Child Upbringing in Early Years Used by Iraqi and Egyptian Working Mothers), Cairo, Faculty of Education, Al-Azhar University, 1976. 221 pages + supplements.

-Dissertation submitted to the Department of Mental Health of the Faculty of Education, Al-Azhar University, for obtaining the degree of M.A. in education.

The text of this dissertation falls into four chapters and two supplements.

Chapter 1 deals with methods of child upbringing, reviews earlier research on this subject conducted in foreign and Arab countries and relates the outcome of studies devoted to methods of child upbringing.

The second chapter is a comparative study on child upbringing. An analysis of this problem is made as it relates to nutrition, stomach evacuation. sleeping, sickness, walking, talking, sex, independence, social relationships and boyish trends.

The fourth and last chapter outlines the dissertation and reviews the results obtained from the questionnaire covering the foregoing fields. A list of Arabic and foreign references consulted by the author and an appendix containing the questionnaire sheet used in exploring mothers' methods of child upbringing are appended to the thesis.

9. Nosseir, Nefissa Abdullah, "Al-'Ilaqah bayna Al-Ittijahat Al-Walidiyyah fil-Tanshi'ah Wa-Mafhum Al-Zat 'inda Al-Tifl", (The Relation between Paternal Attitudes in Child Upbringing and the Concept of the Ego as Understood by the Child), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 256 pages.

-Dissertation submitted to the Department of Psychology of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in education.

This thesis consists of three chapters.

The first chapter sets forth the problem under discussion, shows its importance and reviews the previous studies written on the same subject.

In chapter 2, the writer defines and explains the terms used in her dissertation and shows how variables are controlled. She also explains the manner in which a test is built to examine girls' comprehension of the ego. Following a description of the samples used in her research, she shows how such samples respond to the tools used in the research and the manner in which such responses may be measured.

Chapter 3 reviews and interprets the writer's conclusions and mentions related topics suggested by the writer for future research.

In addition to the bibliographical list of references appended to the dissertation, 17 appendices are also added containing the writer's measurements and tests.

10. El-Demerdash, Ehsan Mohamed, "Mafhum Al-Zat 'inda Al-Atfal Al-Mahrumeen min Al-Abawayn", (The Concept of the Ego as Comprehended by Children Deprived of Parents), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 216 pages + appendices.

- Dissertation submitted to the Department of Psychology of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in education.

Falling into seven chapters, this dissertation deals in its first chapter with the problem at hand, showing its importance and the need for it and stating the aim sought by this research. She further defined and explained the meaning of the terms used by her.

While Chapter 2 reviews the research conducted earlier on the same subject, Chapter 3 explains the ramifications of the concept of the ego, discussing in this connection the realistic ego and the ideal ego.

In Chapter 4. the writer showed how male children are affected by the absence of their father.

The writer's method in undertaking this research is given in Chapter 5 where her assumptions, sample selections and sources and measurement instruments are given.

The sixth chapter is devoted to the questionnaire while the seventh and last explains the manner in which the tests were conducted and the statistical treatment made. It also explained the educational applications derived from the research and the other topics suggested for future examination.

Appended to the dissertation are a list of Arabic and foreign reference books and five appendices containing the tests conducted by the writer.

CHRISTIAN RELIGION, TEACHING OF

11. Youssef, Youssef Khalil, "Kitab Al-Mu'allim fi Tadris Al-Tarbiyah Al-Diniyyah Al-Masihiyyah Lil-Saffain Al-Awwal Wal-Thani Bil-Marhalah Al-Ibtidaeiyyah", (A Teacher's Guide to the Teaching of Christian Religious Education for the First and Second Years of the Primary Stage), by Youssef Khalil Youssef and Sobhi Atallah Youssef, Cairo, Ministry of Education, 176 pages.

Following an introduction in which the authors underlined the significance of their book to teachers of Christian religious education, they divided its text into four chapters.

Chapter 1 sets forth the aims of teaching the Christian religion in the primary stage, while chapter 2 analyses the components of the curriculum for the first and second years primary.

The third chapter explains the method for teaching the subjects branching from the curriculum, indicating how religious lessons may be linked to other school subjects.

Chapter 4 is divided into nine units, five of which are devoted for reviewing the curricula for the first year primary while the remaining four are concerned with reviewing the second year's curriculum. In conjunction with this review, an explanation is given on how teachers prepare their lessons and proceed with their teaching.

CIVICS, TEACHING OF

12. Al-Laqani, Ahmed Hussein, "Tadris Al-Mawad Al-Ijtimaiyyah", (Teaching of Civics) by Ahmed Hussein Al-Laqani and Brince Ahmed Radwan, 2nd Ed., Cairo, 'Alam Al-Kutub, 1976. 302 pages.

The importance of this book to people interested in education and in the orientation of the masses and to educators and students enrolled in teacher training institutes is emphasized in the introduction.

The text itself falls into eleven chapters.

Chapter 1 underlines the importance of civics and explains the aims of teaching this subject.

The second chapter deals with the manner in which civics may be linked to other school subjects, while chapter 3 stresses the importance of text books in the teaching of civics and describes the requirements in a good text book.

Chapter 4 is concerned with current events and their bearing on the teaching of civics, with an indication of how current events are selected, the sources from which they are obtained and the difficulties teachers encounter in using such material.

The relation between the local community and the teaching of civics is analyzed in chapters 5 and 6, while chapter 7 describes how educational aids function in teaching civics and what rules are observed in their utilization.

The eighth chapter is concerned with the proper teaching of civics, showing the elements of good teaching and the yardsticks used in measuring good teaching together with the determining factors in this respect.

Chapter 9 deals with the preparation of lessons, stressing its importance and giving practical examples of lesson preparation.

Evaluation methods are discussed in the tenth chapter which analyses the pros and cons of the present system of examination and explains the proper methods and principles of evaluation.

The eleventh and last chapter sets forth the requirements for a successful teacher of civics, showing how he is trained and prepared for such job.

A list of Arabic and foreign references consulted by the authors in the writing of this book is given at its end.

COMMERCIAL SCHOOLS - ECONOMICS - CURRICULA

13. Sadek, Adil Ali, "Taqweem Minhaj Al-Iqtisad Bil-Madrasah Al-Thanawiyyah Al-Tijariyyah", (Evaluation of the Curriculum of Economics in the Commercial Secondary School), Cairo, Faculty of Education, 'Ain Shams University, 1976. 360 pages + supplements.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University, for obtaining the degree of Ph.D. in education.

This dissertation falls into five parts comprising sixteen chapters.

Part 1 consists of an introduction explaining the significance of the subject under discussion and describing the substance, theories and evolution of economics.

Part 2 deals with the function and aims of the Commercial Secondary School and surveys the features of growth of students enrolled in the commercial secondary education and shows their general and specific needs as well as the aims sought from the teaching of economics.

Principles and theories of economics contained in old and modern Egyptian and foreign writings are reviewed in Part 3 together with an evaluation by economic experts of the economic principles contained in Egyptian and foreign reference books.

The fourth part is an attempt on the part of the writer to measure the aims of economic teaching and to analyse the curriculum of economics on the basis of the scale used by him. He also advances some proposals designed to improve the content of the curriculum of economics.

The fifth and last part sets forth the writer's recommendations for enriching the curriculum of economics and opening new fields for commercial subjects.

Reference books used by the author, both in Arabic and foreign languages, are listed at the end of the dissertation together with a number of supplements and statistical tables.

COMMITTEES, FORMATION OF

14. A.R.E., Legislations, Laws and Regulations. "Ministerial Resolution No. 256 Dated November 13, 1976 for Changing the Constitution of the Modern Mathematic Supervisory Committee", Cairo, Cabinet of the Minister, Ministry of Education, 1976, 2 stencil pages.

This Resolution consists of four articles.

Article 1 lists the members of the Committee, whether employed by the Ministry of Education or outsiders.

The second article determines the functions of the Committee which include following up the schools experimenting on modern mathematics, preparing training programs for teachers, developing curricula, solving the problems encountered in teaching modern mathematics and coordinating plans with universities.

Article 3 determines the remunerations payable to Committee members, while the last article specifies the bodies required to implement this Resolution and fixes its effective date.

COMPARATIVE EDUCATION

15. Abboud, Abdul Ghani, "Al-Idealojia Wal-Tarbiyah Al-Muqaranah; Madkhal Li-Dirasat Al-Tarbiyah Al-Muqaranah", (Ideology and Comparative Education; An Introduction to the Study of Comparative Education), Cairo, Dar Al-Fikr Al-Arabi, 1976, 603 pages.

Following an introduction in which the author defined both ideology and comparative education, the text of the book was spread out over ten chapters.

Chapter 1 and 2 are devoted to an explanation of the relationship between ideology and both education and comparative education.

The third chapter contains a review of the stages of development of comparative education in the Arab World.

Chapter 4 deals with the relation between the nationalist personality and education, while the fifth chapter is devoted to ideology and education in capitalist societies.

Chapter 6 describes the system of education in the United States (Exemplary of a capitalist society), while the seventh chapter deals with ideology and education in the communist society.

The system of education in the Soviet Union (as example of the communist society) is described in chapter 8, while the ninth chapter deals with the relation between ideology and education in the Arab World.

The tenth and last chapter, which forms part of the Egyptian national educational bibliography, is devoted to an elucidation on the system of education in Egypt. In this chapter, the author deals with the policy and administration of education in Egypt, the role of the Ministry of Education in administering education both centrally and provincially and the role of both the Ministry of Higher Education and the Ministry of Waqfs and Al-Azhar Affairs in administering higher and Azhari education.

In this connection, the author pointed to the popular role in administering education, stressing the popular role in financing education and private schools.

The author also reviewed in the same chapter the stage of education and teacher training in Egypt, pointing, in conclusion, to the problems from which Egyptian education is suffering.

A list of Arabic and foreign bibliographical references utilized in the compilation of the material of this book is given at the end.

COMPULSORY EDUCATION

16. Saleh, Ahmed Ezzat Osman, "Ilzamiyyat Al-Ta'lim hatta Sinn Al-Khamisah 'Ashrah", (Compulsory Education up to the Age of Fifteen), "Al-Ra'ied" magazine of teachers, 21st year, Issue No. 4, (December 1976), p. 45.

As an introduction to his article, the writer reviewed the history of imposing compulsory education in Egypt ever since its independence in 1922. In this respect, he quoted the pertinent articles contained in the 1923 Constitution and reviewed the 1925 plan designed to spread compulsory education in Egypt, mentioning to what extent that plan was put into effect.

The writer also reviewed the opinion of Ismail Al-Qabbani, Shaikh 'Abdul 'Aziz Jawish, Dr. Taha Hussein and Mohamed 'Attiyyah Al-Ibrashi on the spread of compulsory education, describing the efforts exerted by them in this connection.

After showing the trend of illiteracy between 1923 when the first stage of the Law of Compulsory Education was implemented and until 1975, the writer concluded his article mentioning the requirements for a successful implementation of a plan whereby compulsory education is extended to the age of fifteen.

CURRICULA

17. Qelada, Fuad Soliman, "Asasiyyat Al-Manahij Fil-Ta'lim Al-Nizami Wa-Ta'lim Al-Kibar", (Basics of Curricula in Systematic Education and Adult Education), Cairo, Dar Al-Matbu'at Al-Jadidah, 1976, 379 pages.

In the introduction to this book, the author defined the science of curricula and made a concise review of the subjects covered in the book.

The text itself falls in three parts.

Part 1 explains the intellectual and theoretical framework of the concept of curriculum then deals with the following subjects: the concept of curriculum, the curriculum's theoretical trend and the planning of curricula.

The second part, concerned with the building of curricula, discusses the formulation of educational targets inherent in the curriculum and the organization of both the contents and elements of the curriculum.

The third and last part is devoted to the various types of curricula and their evaluation. In this part, the author deals with the curricula of school subjects and how pupils view such curricula. He also dealt with the different types, functions, bases and characteristics of evaluation.

A list of Arabic and foreign books consulted by the author is given at the end of the book.

18. Moursi, Mohamed Mounir, "Al-Manahij Wal-Wasayel Al-Ta'limiyah", (Curricula and Educational Aids), by Mohamed Mounir Moursi and Mohamed Labib El-Negeihi, Cairo, the Anglo-Egyptian Bookshop, 1976. 281 pages.

The authors attempted in this book to come up with a new outlook to the concept of curriculum, its development, organization and planning as well as the planning of educational targets, evaluation and their methods.

The first of the seven chapters of which the book consists deals with the concept of school curriculum, its development and the factors influencing it.

In chapter 2, the author reviews the types of curricula, dealing with the curriculum of school subjects, the broad fields curriculum, the correlated curriculum (or core curriculum) and the experience curriculum.

Chapter 3 explains the general principles of curriculum as regards the educational philosophy underlying any curriculum, the society's needs and requirements and the students' needs and educational requirements.

The fourth chapter is concerned with educational aims. It explains their meaning, nature and determination.

Chapter 5 deals with the methods of selecting and assessing curriculum contents as well as the methods utilized in organizing curricula.

The sixth chapter explains the methods of evaluating education, educational results, the curriculum and the educational communication media.

The seventh and last chapter is devoted to educational aids, their installation, display, utilization and operation. A set of reference books consulted by the authors in compiling their material is listed at the end of the book.

Development of

19. El-Sahn, Abdul Fattah, "Tatweer Al-Manahij... Rifqan Bil-Talameez", (Development of Curricula? Have Mercy on Pupils), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8336, (October 24, 1976), p. 5.

After explaining the real sense of curricula development, the writer described the steps taken by the responsible officials whereby the existing curricula are subjected to addition or deletion of certain subjects, making things more difficult to pupils. He cited as example the changes introduced in the curriculum of civics of the sixth year primary.

Any development of curricula, he added, should take into consideration the students' level and intellectual abilities and the individual differences between them. Developed curricula should be simple, free of repetitions and not inconsistent with the curricula of subsequent educational stages.

20. Fathallah, Mohamed, "Al-Taghieer Al-Mustamirr fil-Manahij Li-Saleh Mann? (The Continuous Changes in Curricula; for Whose Interest?), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8356, (November 13, 1976), p. 5.

After showing how the change in curricula affects the standard of education in schools and pointing to the steps which the Ministry should take to face this problem, the writer emphasized that any text books affected by curricula changes should be printed long ahead of time and made available to teachers to familiarize themselves with their contents.

The writer also stressed the need for training teachers on the new curricula, adding that any changes in the curricula should be in proportion to the number of periods set for teaching each respective subject.

Concluding his article, he showed how stability of curricula affects the printing of text books and helps teachers to feel stable.

DISSEMINATION OF INFORMATION

21. Toma, Farahat Bahgat, "Al-Ummiyyah Wa Maja'at Al-Kitab", (Illiteracy and Book Hunger), "Al-Akhbar" newspaper, 25th year, Issue No. 7629, (November 29, 1976), p. 5.

Introducing his article, the writer stated that slow and meditative reading is influential in awakening the functions of the human mind, adding that the book plays an important role in this respect.

He went on to discuss the problems of book writing in Egypt, saying that authors are unable to write books who conform to the children's needs and adding that if schools and universities are linked to the environment, university graduates would be more acquainted with the true readership needs of the masses.

After reviewing the problems of publication and distribution, the writer dealt with the suggested idea of establishing a national agency for planning and development whose function would be to overcome the obstacles which hinder book publication and distribution.

Concluding his article, the writer mentioned the new definition given to illiteracy saying that if the book industry is placed within a wise cultural and educational policy, it would be instrumental in promoting education and solving its problems and would have its bearing on the country's social and economic development.

EDUCATION

22. Abdul Aziz, Saleh, "Al-Tarbiyah Al-Hadithah; Madatuha, Mabadiuha, Tatbiqatuha Al-'Amaliyyah", (Modern Education; Substance, Principles and Practical Applications), 7th edition, Cairo, Dar Al-Ma'aref, 1976. 448 pages.

Vol. III, "Al-Tarbiyah Al-Hadithat Wa-Turuq Al-Tadris", (Modern Education and Teaching Methods).

Following an introduction on the concept of modern education and the meaning of a school in Greek philosophy, indicating how this meaning had its bearing on liberal education, the writer divided his material into thirteen chapters.

Chapter 1 dealt with the aims of education while the second chapter discussed education at home and in school showing the significance of each.

In the third chapter, the author showed how education is influenced by both prosperity and austerity, while chapter 4 explained the concept of modern education in the various philosophical writings.

Chapter 5 explained the impact of the scientific movement on modern education, while the sixth chapter dealt with the relation between the environment and heredity on the one hand and education on the other.

The seventh chapter was devoted to a study of the child as a human being, while chapter 8 explained teaching methods in modern education, showing the aim and significance of each method.

Modern trends in formulating curricula were explained in chapter 9 while modern education in progressive schools was discussed in the tenth chapter.

The eleventh and twelfth chapters were devoted to the problems of educational guidance and evaluation of the teaching process. The thirteenth and last chapter was concerned with the technical training of teachers.

Each chapter ended with a list of bibliographical references consulted by the author in the compilation of his material.

23. Jalal, Houriyyah, "Al-Tarbiyah Al-Mafqoudah fi Madares Al-Tarbiyah", (The Missing Education in Educational Schools), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8356, (November 13, 1976), p. 5.

Following a comparison between the past and present and how pupils viewed their teachers, the writer attempted to trace the causes which led to the untolerable state of affairs in our days, urging the Ministry of Education to take immediate step to ensure that teachers receive their due respect as they have always enjoyed in the past.

The writer added that teachers should be trained on how to deal with students, adding that committees of educators and psychologists should be constituted to investigate and find solutions for this problem.

24. El-Sharouni, Youssef, "Al-'Ilm Wal-Ta'lim", (Knowledge and Education), "Al-Ahram" newspaper, 102nd year, Issue No. 32868, (December 6, 1976) p. 9.

Stating at the outset of his article that there is a wide gap between theory and practice, the writer discussed the problem of the ever increasing illiterates despite the special classes opened for them, the schooling sessions organized for them and the anti-illiteracy examinations in which they prove successful.

The causes of this phenomenon are, in the opinion of the writer, attributable to the foreign aggression, the country's overpopulation and the stagnation of governmental routine.

Another phenomenon discussed by the writer is that of mal-distribution of students through the Coordination Office, with the result that students are made to major in subjects for which they have no inclination and large numbers of students are overcrowding theoretical faculties.

Concluding his article, the writer pointed to the consequences of employing graduates of such kind in teaching subjects in which they lack interest, showing how such state of affairs further deteriorates education in Egypt.

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25. Radwan, Mohamed Mahmoud, "Nizam Al-Tajmi' Al-Usari Wa-Tariqat Al-Khuttah Al-Maftuhah Wal-Yaum Al-Mutakamil", (The System of Family Grouping, the Open Plan Method and the Integrated Day), "Al-Ra'ied" magazine of Teachers, 21st year, Issue No. 4, (December 1976), pp. 30-31.

At the beginning of his article, the writer described the types of school organization, showing how they affect teaching methods. He also described the defects of the system of gradual school classes adopted in Egypt, indicating its bearing on slow-learning children.

Group and cooperative teaching are also explained by the writer who showed their impact on children and the relation between these systems and the system of one single school teacher.

Discussing the system of family grouping, the writer showed its aims and impact on children's stability and explained its mechanics and the results obtained from applying this new system in English schools.

Concluding his article, the writer discussed the plans which should be adopted in schools if this system is applied.

Education and Society

26. Greis, Halim Ibrahim, "Al-Bu'd Al-Thaqafi Li-Mushkilat Al-Sukkan fi Misr Wa-Dawr Wizarat Al-Tarbiyah", (The Cultural Aspect of the Population Problem in Egypt and the Role of the Ministry of Education), "Dirasat Sukkaniyyah" (Population Studies), Issue No. 38, (November 1976), pp. 16-40.

Following an introduction on the importance of studying the population problem at present and the need for coordinating the population policy with the economic development projects to ensure their success, the writer dealt with the cultural aspect of the population problem showing its bearing on any solution for this problem.

The writer further discussed the relation between the population problem and the building of man, emphasizing that the building of man serves the country's economic development. In this connection, he explained the attitude of the Ministry of Education towards the cultural and social revolution badly needed by the Egyptian society to re-build man in a manner consistent with the country's present circumstances and problems.

Concluding his article, the writer showed the impact of the cultural aspect of the population problem in fields of general education, university education, literacy campaigns, training and population studies.

Education, Development of

27. Hussein, Mansour, "Al-Ta'lim fi Baramij Al-Manaber Al-Siyasiyyah", (Education as Reflected in the Programs of the Political Rostrums), "Sahifat Al-Maktabah" (Library Magazine), Vol. 8, Issue No. 3, (October 1976), pp. 5-8.

Following an introduction on the role of education in the country's overall economic development, the writer said that free education has resulted in offering equal opportunities to all Egyptians. This fact should be reflected in the programs of any political organizations, he added.

Commenting on literacy campaigns, he pointed to its impact on the social development, saying that illiterates fall into three categories and adding that a legislation should be issued making the eradication of illiteracy a compulsory policy.

After indicating the need for a continuous revision and development of educational policies and plans, the writer proposed an educational program which, in his opinion, should be adopted by the political organization with the aim of developing education. In this respect, he called for expanding school capacities to accommodate all pupils under compulsory age, offering a free meal to pupils in the primary stage, extending the term of compulsory education, expanding technical education, developing school systems in the secondary stage, developing educational plans and curricula, developing examination systems, giving more attention to teacher training and preparation, transforming education into a true investment, linking admission in universities with the country's economic development plans, expanding provincial universities and giving serious attention to youth care.

Concluding his article, the writer dealt with the impact the eradication of ignorance would have on wiping out poverty and sickness.

28. Mahfouz, Naguib, "Matalib Demoqratiyyah", (Democratic Demands), "Al-Ahram" newspaper, 102nd year, Issue No. 32833, (November 1, 1976), p. 9.

In the first part of the article, the writer cited some demands which he said should be realized through the elected People's Assembly in its first session. These demands were linked to the "musts" in the field of education elaborated by the writer in the second part of the article.

Explaining the seriousness of education and its role in building up the individual and the society, the writer cited the example of China, the Soviet Union and Japan which were successful in developing their respective systems of education.

The writer went on to say that any renovation of the systems of education in Egypt should not be confined to curricula and must, of necessity, involve the basic philosophy of education.

Advancing some suggestions for the renovation of education, the writer stressed that education should remain a right obtained free of charge by each citizen. More attention should be given to quality, he added. Education should be humanitarian, taking interest in the students' mental and practical abilities and preparing them for the most appropriate work for each individual, the writer said.

Concluding his article, the writer stressed the importance of education for the progress of a country relying in the first place on its human wealth.

29. Muwafi, Yousri, "Malamih Siyasat Al-Ta'lim fi Misr", (Features of Egypt's Educational Policy), "Al-Ahram" newspaper, 102nd year, Issue No. 32857, (November 25, 1976), p. 5.

This press review represents an outline of a discussion conducted with the Minister of Education.

Following a survey of the various factors surrounding schools and showing their impact on education, the writer reviewed the working paper prepared by the Minister of Education on the future of Education in Egypt and reported the resolutions adopted in the joint meeting of the Undersecretaries of the Ministry of Higher Education and the Ministry of Education.

Quoting the Minister's views on how to promote education in Egypt, the writer said that the desired change should follow the practical pattern and begin with the first year of the primary stage, adding that development should be carried out expediently in order to keep pace with the cultural explosion.

Patterns of education, he added, should undergo such changes as to allow pupils to assert their personalities and to emphasize quality rather than quantity in education.

30. El-Tenani, Mahmoud Abdul Aziz, "Kayfa Narfa' Mustawa Al-Ta'lim Al-'Aamm", (How to Raise the Standard of General Education), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8371, (November 28, 1976), p. 5.

After reviewing some features of the decline in the standard of education, the writer attributed the wide-spread private tutoring to this fact.

A number of devices were suggested by the writer for raising the standard of education and attaining the aims sought by it.

In this connection, he dealt with the need for re-organizing the school day, reorganizing the entire set-up of the Ministry of Education and Educational Directorates, devotion of the teacher's full-time to the teaching process, building housing accommodation for school personnel whenever new school buildings are constructed, going back to the system of one teacher for one subject in primary schools, non-curtailing of the school week, teaching religion by Muslim and Christian religious men purely as an ethical subject for deriving examples and lessons, opening schools for the pupils to practice their athletic hobbies, and making teaching an attractive profession for the qualified elements.

Concluding his article, the writer explained the methods whereby qualified elements could be enticed to adopt the teaching profession.

31. Zayed, Mohamed, "Tahdith Al-Ta'lim fi Misr; Kayfa... Wa-min ayna Al-Bidaya?", (Modernization of Education in Egypt; How? and where do we Begin?), "Al-Ahram" newspaper, 102nd year, Issue, No. 32886, (December 24, 1976), p. 9.

After defining "modernization of education" as viewed by the Minister of Education and showing to what extent modernization is needed in Egypt, the writer reviewed the methods visualized by the Minister for carrying out such modernization.

In this respect, he dealt with comprehensiveness and cohesion between the various components and types of education and between educational machinery and educational targets and objectives.

Talking on the need for maintaining an equilibrium between the function of education as a right enjoyed by the individual and the function of education in the society, the writer said that education should be linked to the society. He called for doing away with indoctrination and memorization and with the traditional patterns of education, adding that education should not be allowed to freeze at any particular type. More attention should be given to the future outlook rather than restricting ourselves to the past and the present.

Education, History of

32. Raslan, Ali Mahmoud, "Muhadarat fi Tarikh Al-Tarbiyah Wal-Ta'lim", (Lectures on the History of Education), Cairo Faculty of Education, Al-Azhar University, 1976. 179 pages.

This book consists of two parts.

Part 1, entitled "Education in Different Ages", describes education among primitive people and ancient Egyptians, education in the middle ages and education in the Islamic era. In this last section, the writer studied the philosophy of leading Islamic educational thinkers.

Also covered in this part is the development of culture and education in modern ages and the development process undergone by the authority dominating education.

Part 2, entitled "Development of Education in Egypt", deals with education conditions at the end of the Eighteenth Century, during the period 1805-1882, under the British occupation from 1882 to 1922 with a review of the educational thinking during British occupation, during the period of conditional independence from 1922-1952 and, lastly, under the Revolution (from 1952 to 1975). The writer explained the general features of education during the Revolution and the problems inherited by the Revolution in the fields of education. He concluded his book with an explanation of the trends and evolution of education under the Revolutionary regime.

33. Aref, Mahmoud, "Kharitah Jadidah Lil-Ta'lim", (A New Map for Education), "Al-Akhbar" newspaper, 25th year, Issue No. 7625, (November 25, 1976), p. 12.

At the beginning of his article, the writer said that any reform of education has its direct bearing on improving the centers of production and services and helps solving the problems from which Egypt is suffering.

After indicating that it would be futile to establish schools and universities unless laboratory equipment, buildings and an adequate number of teachers have been provided, the writer added that the loaning of professors (to foreign countries) has resulted in reducing the efficiency of teaching.

The writer went on to discuss technical education, showing where it stands in the general structure of education and pointing to its role in the country's development and construction activities.

Concluding his article, he indicated that any cooperation between the People's Assembly's Educational Committee, the Ministry of Education and the National Council of Education would help draw up a new map for education in Egypt and correct any deficiency in its direction. By so doing, education becomes more capable of confronting the society's future problems, he added.

34. Shehata, Fikri, "Nizam Al-Ta'lim La Yatanasab ma' Haikal Al-Ujur", (The System of Education is not Consistent with Salary Scales), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8398, (December 25, 1976), p. 5.

The writer began his article with a comparison drawn between the income of civil servants of all levels and that of craftsmen saying that the present system of education is responsible for the large number of professionals we have and adding that it had failed in training and qualifying adequate numbers of craftsmen.

Commenting on compulsory education, the writer said that mosques should serve as schools put under the responsibility of one teacher as was done in the past. He added that all officials in villages, including the mayor, the agronomist, the physician and graduates of schools and universities should all teach in compulsory schools.

According to the writer, half the existing preparatory and secondary schools should be transformed into training centers and technical schools adding that the large number of students admitted in universities would have their bearing on university education and on the expansion in theoretical faculties.

Concluding his article, the writer explained his own views on the procedures to be followed in admission into universities.

35. Butros, Nazmi, "Ummiyyat Al-Muthaqqafin Wa-Ghair Al-Muthaqqafin", (Illiteracy of the Educated and the Uneducated), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8402, (December 29, 1976), p. 5.

Following an introduction on the impact of culture on human life, the writer indicated how the President of the Republic is keenly interested in education in the light of the new trends. These modern educational trends were discussed between the President and the Minister of Education, the writer added.

Commenting on illiteracy, the writer indicated the great proportions assumed by this problem, saying that proper planning should be made to do away with this problem within a specified deadline.

The writer went on to say that the present policy of education, whether in secondary schools or in the university represents a real danger in that it aims at producing employees and clerks rather than technical workers.

Concluding his article, the writer listed a number of vital reference books which, in his opinion, should be consulted by the National Council of Education in formulating a plan for the future of education in Egypt.

36. Helmi, Mustafa Kamal, "Harakat Al-Ta'lim Fi-Misr bayna Al-Madi Wal-Hadir Wal-Mustaqbal Wa-Ba'ad Mabadi Wa-Ittijahat Al-Islah", (The Movement of Education in Egypt between the Past, the Present and the Future and Certain Principles and Trends of Reform), in: Ali, Said Ismail (Editor), "Al-Kitab Al-Sanawi Fil-Tarbiyah Wa-'Ilm Al-Nafs", (Year Book of Education and Psychology), Vol. III, Cairo, Dar Al-Thaqafah Lil-Tiba'ah Wal-Nashr, 1976, pp. 229-318.

This subject is contained in the second part of the year Book of Education and Psychology. It is divided into two sections, the first of which is devoted to a general review of education, the crisis of education, certain facts and trends in the field of education, the efficiency of the educational process, the development of the concept of education and educational planning. In this respect the writer reviewed the traditional concept of education, its social and economic concepts and the meaning of perpetual education.

The second section of this document deals with education in Egypt. Following a short account of the history of education in Egypt and the educational circumstances following the July, 1952 Revolution, the writer gave his own vision of the future of education in Egypt. In this respect, he explained certain basic principles which serve as guidelines for the future, such as the democracy of education, the coordination between education, the environment and the society's movement, perpetual education, the educated society and illiteracy eradication.

Concluding his article, the writer reviewed the efforts exerted on the part of the Ministry of Education to build a modern state and developed society.

Education, Problems of

37. El-Bokl, Abdul Hamid Ismail, "Lisalih Abnaina Al-Talameez", (For the Benefit of our School Children), "Al-Akhbar" newspaper, 25th year, Issue No. 7614, (November, 1976), p. 5.

In this article, the writer reviews the reasons for a lower standard of education in Egypt, as viewed by him, and discusses the problems of education pointing to the need for overcoming them.

In this connection, the writer mentioned the lengthy curricula, the emphasis on quantity, the fact that text books are beyond the student's comprehension, the density of pupils in classes, the shortage of teachers and the low standard of a large percentage of them, the reliance on indoctrination in teaching, the lack of a strict administration, the failure to follow-up, the artificiality of examinations and the shortness of the duration of study.

Concluding his article, the writer said that the surmounting of the problems would have its direct bearing on a higher standard of education in Egypt.

38. Abdul Kafi, Ismail Abdul Fattah, "Mashakil Al-Ta'lim Wa-Mahw Al-'Ummiyyah", (Problems of Education and Eradication of Illiteracy), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8378, (December 5, 1976), p. 5.

Following an introductory note on the problems faced by educational curricula in all stages of education, the writer brought to focus the curricular problems of religious courses, foreign languages and Arabic.

After reviewing the methods whereby these problems could be solved, and indicating the factors which need to be taken into consideration at the time of formulating new curricula, for the foregoing subjects, the writer emphasized the importance of developing and promoting laboratories and sports.

The writer went on to review the outcome of the present procedure followed in employing university graduates, devising problems therefor which consist in encouraging technical education and opening the doors before graduates to immigrate to Arab countries.

Concluding his article, the writer talked on the size of the problem of illiteracy saying it could be overcome by entrusting each university graduate the task of teaching twenty illiterates, encouraging literacy campaign volunteers, organizing public contests in villages, establishing public libraries in rural centers and encouraging reading newspapers and listening to local broadcasts.

Programmed Education

39. El-Qala, Fakhruddin Ahmed, "Dirasah Tajribiyyah Li-Bayan Mada Fa'iliyyat Al-Ta'lim Al-Mubarmaj Wal-Nizam Al-Tadribi fi Majal 'Idad Al-Mudarriseen Wa-Tadribihim 'ala Istikhdam Ajhizat Al-Isqat", (An Experimental Study to Determine the Effectiveness of Programmed Education and the System of Training Devised for the Preparation and Training of Teachers on the Use of Projection Instruments), Cairo, Faculty of Education, 'Ain Shams University, 1976, 302 pages + supplements.

-Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University, for obtaining the degree of Ph. D. in education.

The first of the eight chapters comprising this dissertation sets forth the subject under discussion and gives the writer's assumptions, stressing the importance of this subject and defining its scope.

Chapter 2 reviews the studies and research conducted by earlier writers on the same subject, while the third chapter deals with the present variables in the system of teacher training.

Chapter 4 calls for the universal application of an evaluation plan and gives the reasons justifying this step.

The fifth chapter is mainly concerned with the programmes of training on the use of projection instruments, indicating the developments undergone by them, while in chapter 6, a description is given of the manner in which projection instruments may be used in teaching.

While chapter 7 analyses the results obtained from this experimental study, chapter 8 summarizes the dissertation and sets forth the writer's recommendations for developing programmed education.

Appended to the dissertation are the writer's reference material and a number of supplements containing programmes, tests and control lists.

40. Shamsuddin, Faisal Hashem, "Istikhdam Al-Barmajah fi Inmaa Al-Maharat Al-'Ilmiyyah fi Majal Al-Fizyaa", (Adoption of Programming Systems for Developing Practical Skills in the Field of Physics), Cairo, Faculty of Education, 'Ain Shams University, 1976, 346 pages + supplements.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in education.

This dissertation is divided into seven chapters, the first of which presents the issue at hand and describes the writer's plans.

Chapter 2 deals with the definition, nature, teaching methods and evaluation of practical skills, while the third chapter describes the bases for adopting programmed education in developing practical skills in the field of physics.

In his fourth chapter, the writer explains how a programmed unit is built, showing the stages of building a programme, its description and evaluation and the training system connected therewith.

Chapter 5 explains the method for experimenting on a programmed unit, while the sixth chapter analyses and summarizes the results obtained by the writer.

A summary of the entire research is given in the seventh and last chapter together with the writer's proposals and recommendations which, in his opinion, are beneficial in further research.

The dissertation ended with a bibliographical list in Arabic and foreign languages and a number of supplements (27 of them) containing the writer's programmes and experiments.

EDUCATIONAL ADMINISTRATION

41. Hassane, Hassan Mohamed Ibrahim, "Dirasah Taqwimiyyah Li-Tatbiq Al-Lamarkaziyyah fi-Idarat Al-Ta'lim Al-'Aamm fi Misr", (An Evaluative Study of the Application of Decentralization in the Administration of General Education in Egypt), Cairo, Faculty of Education, Al-Azhar University, 1976. 134 pages + supplements.

- Dissertation submitted to the Department of Educational Administration and Planning of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in education.

Following an introduction on the development of administrative machineries and their adaptation to meet the changing needs of developing countries, the writer divided his dissertation into seven chapters and a number of supplements.

Chapter 1 sets forth the problem under discussion and shows its significance, while in the second chapter, an attempt is made to define the concept of educational administration and to review the developments undergone by this concept.

Chapter 3 deals with centralization vs. decentralization in educational administration, explaining the meaning and characteristics of both.

A historical account of educational administration in Egypt is given in the subsequent chapters. Chapter 4 covers the period from 1836 through 1952, while chapter 5 is concerned with the period from the Revolution of July 23, 1952 to our present day.

The field research undertaken by the author is described in chapter 6, where the object of the research is given together with the steps taken to prepare a questionnaire sheet, select a sample and subject the findings to a statistical analysis.

The seventh and last chapter contains the writer's conclusions and recommendations.

Following a list of the references, both Arabic and foreign, consulted by the author, a supplement is given containing the questionnaire sheet prepared and utilized by the author in his research.

EDUCATIONAL BODIES AND ORGANIZATIONS

42. Saaduddin, Gamal, "Jihaz Al-Maktabah Al-Jami'iyyah fi Azmah", (The University Library Machinary is in Crisis), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8328. (October 16, 1976), p. 5.

Following a review of the efforts made by the Central Agency for University and School Text Books to improve and promote text books, the writer stated that this Agency has proved a failure in providing academic text books.

The writer attributed this failure to the fact that the prices fixed for books do not correspond to the effort made by their authors who find themselves entangled in bureaucratic complications and red tape once they deal with this Agency.

The writer added that these circumstances have driven University professors to seek outside publishers who offer them better terms.

Enumerating the steps deemed instrumental in overcoming these problems, the writer suggested that the Agency be transformed into a publishing house which buys copy rights from university professors and pay remunerative royalties to them from the cash appropriations allocated to this publishing house.

43. Naguib, Ahmed, "Mashrou' Inshaa Al-Majlis Al-A'la Lil-Tufulah", (A Project for the Establishment of Supreme Council for Childhood), "Sahifat Al-Maktabah", (Library Magazine), Vol. 8, Issue No. 3, (October 1976), pp. 58-66.

As an introduction to his article, the writer reviewed the various bodies engaged in rendering services to children in Egypt, stressing the need for an overall planning aimed at the building of man in Egypt and calling for the integration of the different bodies which are active in the domain of childhood.

The writer then called for the creation of a supreme council for childhood in Egypt and explained its aims and responsibilities in the fields of planning, coordination and follow-up. He also mentioned the basic principles which should serve as guidelines in the establishment of the proposed council, describing as well the organizational setup of this council. In this connection, he dealt with the Council's president, its supreme Board (constitution and functions) and its Technical and Executive Machinery (constitution and functions).

Concluding his article, the writer defined partial national and regional planning in the field of child culture and pointed to the services which each type of planning may extend to children.

EDUCATIONAL BROADCASTS

44. Al-Muwallid, Fawziyya, "Asasiyyat hawla Al-Baramij Al-Ta'limiyyah Wa-Mujaz 'an Tajribat Iza'at A.R.E. fi Haza Al-Majal", (Fundamentals of the Education Programs and an Outline of A.R.E. Broadcasts in this Field), in: Salah Abdul Kader (compiler), "Al-Iza'at Al-Ta'limiyyah fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, pp. 202-217.

After explaining the means whereby the aims contemplated by the educational radio and TV programs may be achieved, the writer related the efforts exerted in this respect by the radio program known as "People's Broadcasts" to achieve these aims.

The writer then talked about the experiment of educational broadcasts ever since it was initiated by the people's Broadcasts, mentioning the time and duration of these programs, the extent of success achieved by them and the causes for such success.

She went on to describe the various forms of broadcasts presented on the people's radio program, saying that these educational programs followed the curricula and syllabi approved by the Ministry of Education.

Concluding her article, the writer explained the role of the People's Broadcasts in fighting illiteracy and in propagating family planning devices.

45. Al-Muwallid, "Al-'Ilaqah bayna Al-Iza'at Al-Ta'limiyyah Wal-Sultat Al-Ta'limiyyah", (The Relationship between the Educational Broadcasts and Educational Authorities), in Salah Abdul Kader (compiler), "Al-Iza'at Al-Ta'limiyyah fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddeum Press, 1976, pp. 433-442.

Beginning her article, the writer explained the importance of educational emissions as a mass communication service, describing the different fields of educational emissions. In this respect, she talked on the fields of emission in curricular teaching which follows the curriculum established by the Ministry of Education and the fields of emission in educational and constitutional matters which are aimed at promoting the proper constitution of students and teachers.

Discussing the correlation between the educational broadcasts and educational authorities, both in the fields of curricular teaching and constitutional and educational development, the writer explained the nature of such correlation, indicating the ideal method for maintaining a sound relationship between the educational broadcasts and the educational authorities.

EDUCATIONAL FACILITIES

46. Kandil, Hamdi, "Istikhdam Al-Aqmar Al-Sina'iyyah Fi Majal Al-Baramij Al-Ta'limiyyah", (Utilization of Sattelites in the Field of Educational Programs), in: Salah Abdul Kader (Compiler), "Al-Iza'at Al-Ta'limiyyah Fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, pp. 125-130.

Following a review of the attempts made to employ sattelites in fields of educational programs, the writer pointed to the problems which would face traditional educational systems and how such problems reflect on the adoption of advanced technological facilities. He then enumerated the educational targets which could be attained through the employment of sattelite channels.

Concluding his article, the writer mentioned the problems which would result from the utilization of this new system. He stressed the need for fixing specific hours for channelling the program, adding that the present educational policies and existing curricula should not be left unidentified. Explaining how schools working on more than one daily shift could benefit from this program, the writer referred, lastly, to the problem of maintenance and the organizational aspects of the project.

EDUCATIONAL LEGISLATIONS

47. Abdul Ghaffar, Ahlam Rajab, "Tatawwur Qawanin Al-Ta'lim fi Faransa munzu Al-Harb Al-'Alamiyyah Al-Thaniyah hatta Al-Ann Wa-Imkaniyyat Al-Ifadah minha fil-Islah Al-Ta'limi fi Misr", (Development of Education Legislation in France Since World War II and Until Today and the Possibility of Benefitting therefrom in Reforming Education in Egypt), Cairo, Girls' College, 'Ain Shams University, 1976, 200 pages.

- Dissertation submitted to the Department of Education Fundamentals of the Girls' College, 'Ain Shams University, for obtaining the degree of M.A. in Education.

In an introduction comprising the first of the four chapters of this dissertation, the writer stressed the need for studying the various systems of education and how they reflect on the development of education in Egypt, showing the extent of influence French culture had on Egyptian education.

Chapter 2 reviews the causes justifying the promulgation of laws in France for reforming its educational system and contains a commentary on these laws.

The third chapter deals with the administration and organization of education in France, while the fourth and last chapter analyses the system of education in the Arab Republic of Egypt and compares the system established by the Law of General Education No. 68 of 1968 with the French educational system.

The writer showed as well the development of the State Budget and the budget of education in Egypt, comparing the financing of education in France with that in Egypt.

This chapter is concluded with a set of recommendations drawn by the writer from her study of the French system of education, showing to what extent benefit could be made of them in developing the Egyptian system of education.

A bibliographical list of the Arabic and foreign reference books used in this research is appended to the dissertation.

EDUCATIONAL PLANNING

48. El-Nouri, Abdul Ghani Abdul Fattah Mohamed, "Nahwa Istratijiyyah Jadidah Lil-Takhtit Al-Tarbawi Fil-Bilad Al-'Arabiyyah" (Towards a New Strategy for Educational Planning in Arab Countries), reviewed in: Ali, Said Ismail (Editor), "Year Book of Education and Psychology", Cairo, Dar Al-Thaqafah Lil-Tiba'ah Wal-Nashr, 1976. pp. 110-147.

The article began with an introduction in which the writer reviewed the impact of the scientific and technological revolution in the second half of the Twentieth Century on the intensification of scientific and technical progress and on the ramification of international problems. He also dealt with the different modes of education and the variables of our age.

After indicating the reasons for the slow progress in the educational system witnessed in Arab countries, the writer underlined the importance of planning in general and educational planning in particular, enumerating the factors which generate interest in educational planning in Arab countries, more specifically in the Arab Republic of Egypt.

Having enumerated the problems which face educational planning in Arab countries, with special emphasis on the conditions of the Arab Republic of Egypt, the writer listed the requirements of educational planning in Arab countries.

Concluding his article, the writer mentioned the various factors which should be taken into consideration in planning for a modern educational philosophy.

49. Qotb, Youssef Salahuddin, "Al-Takhtit Lil-Ta'lim Wa-Hall Mushkilatuhu fi Dawu Dirasat Al-Majlis Al-Qawmi Lil-Ta'lim Wal-Bahth Al-'Ilmi Wal-Teknolojia", (Planning for Education and Solving Educational Problems in the Light of the Investigations of the National Council for Education, Scientific Research and Technology), Editorial, "Sahifat Al-Tarbiyah", (Magazine of Education), 28th year, Issue No. 4, (October 1976), pp. 3-7.

An account is given in this article of the report submitted by the National Council for Education, Scientific Research and Technology to the President of the Republic on its activities during its third session (October-July 1976).

After reviewing the set of principles and basic targets which the Council took into consideration during its investigations, a further review was made of the recommendations adopted by the Council on educational matters.

These recommendations called for extension of the period of compulsory education to include the primary and preparatory stages during the next ten years, consideration of the educational structure and systems, development of secondary schools and the general secondary certificate examination, planning a policy of admission into universities and post-graduate studies in universities, consideration of the problems of academic text books, developing the system of examinations in universities, applying educational technology to universities and encouraging scientific research.

The article concluded its account with an indication of the fields of investigation undertaken by each of the Council's following sub-committees: Sub-committee for illiteracy and adult education, Sub-committee for general education and training, sub-committee for higher and university education, sub-committee for scientific research and technology, sub-committee for manpower planning and sub-committee for education in Al-Azhar.

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50. El-Suweifi, Abdul Moneim, "Takhtit Al-Quwa Al-'Amelah Wal-Ta'lim", (Manpower Planning and Education), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8362, (November 19, 1976), p. 5.

After indicating the extent of interest shown by advanced countries in manpower, the writer described the recent steps taken by Egypt in this connection.

He emphasized the need for linking the policy of admission into universities and in general and technical secondary schools to the needs of Egypt and Arab countries, indicating how such policy could be put into effect.

The writer went on to review the number of graduates who have been engaged by some organizations and industries, showing that they represent recently-established institutes and faculties. He also showed how the remaining graduates of the older faculties were distributed on the jobs available.

Concluding his article, the writer pointed to the factors which are to be taken into consideration in manpower planning.

EDUCATIONAL PSYCHOLOGY

51. Mahmoud, Ibrahim Waguih, "Qiyas Al-Rida 'an Al-Dirasah", (How to Measure Satisfaction in Studying), Cairo, The Anglo-Egyptian Bookshop, 1976, 14 pages.

Following an introduction on the importance of one's satisfaction of his studies as an element of success, the writer discussed the factors and trends which influence such satisfaction.

To measure one's satisfaction of his studies, the writer designed a special scale and explained how this scale may be tested as well as the manner in which its accuracy and stability may be determined. In this connection, he described the design and applications of the scale, its measurements and the factors taken into consideration in using this scale.

The writer further explained the other educational aspects in which this scale is usefully applied in addition to its prime function of measuring the student's satisfaction of his studies.

52. Dawud, Leila Khalil, "'Awamil Tanzim Al-Idrak Al-Basari Lil-Harakah Al-Zahiriyyah; Dirasah Tajribiyyah Lil-Harakah Al-Zatiyyah", (Factors of Organizing Visual Perception of Apparent Movements; An Experimental Study of Autokinetic Movements), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 177 pages + appendices.

- Dissertation submitted to the Department of Psychology, Faculty of Girls, 'Ain Shams University, for obtaining the degree of Ph.D. in education.

This dissertation is organized in two parts comprising seven chapters.

Part 1, which consists of the first five chapters, is concerned with theoretical studies. The first chapter states the problem under discussion, defines it and shows its significance. Chapter 2 deals with the stroboscopic movement and the factors to which it is attributed. The third chapter explains the subsequent motor effect and the factors to which it may be attributed.

In chapters 4 and 5, the writer dealt with initiative and autokinetic movements and indicated the factors giving rise to them.

Part 2, which consists of chapters 6 and 7, is devoted to an experimental study conducted by the writer. In chapter 6, she talked about her experiment, explained her assumptions and described the samples chosen, the procedures followed and the experimental conditions observed.

The seventh and last chapter presents a statistical survey of the results obtained by the author, giving her own interpretations thereof. In the same chapter, she gave a summary of her research and mentioned her recommendations.

A set of Arabic and foreign reference material are listed at the end of the dissertation. Also, three statistical tables surveying the results obtained by the writer are appended.

EDUCATIONAL TELEVISION

53. A.R.E., Ministry of Culture, Television Corporation, Department of Educational Programs, Relationships between Educational Broadcasts and Educational Authorities, in Salah Abdul Kader (Compiler), "Al-Iza'at Al-Ta'limiyyah fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, pp. 447-457.

Discussing the programs presented by the Television Corporation of the Arab Republic of Egypt in the evening for pupils to watch at home and in the morning for watching them at school, the writer dealt with the following points in his article: the significance and development of these televised educational programs, the relation between the programs and the educational authorities of the Ministry of Education, the students' attachment to these programs and the ways for organizing such attachment, the emission time of each program for each educational stage and the financing of these programs including engineering costs, programming expenses and remunerations paid to the personnel engaged in these programs.

Concluding his article, the writer gave his own evaluation of this experiment.

54. Makkawi, Amal, "Tatweer Al-Baramij Al-Ta'limiyyah fi Television Jumhuriyyat Misr Al-'Arabiyyah", (Developing the Educational Programs of the A.R.E. Television), in: Salah Abdul Kader (compiler), "Al-Iza'at Al-Ta'limiyyah fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, pp. 189-211.

Having explained the importance of education to the individual and to the society, the writer pointed to the educational advantages of the television, drawing a distinction between educational television and school television.

Commenting on the educational programs presented each evening by the A.R.E. Television, the writer mentioned the categories of its audience, the material used in the programs, the element of financing, the work performed on these programs and the manner in which they are produced.

Concluding her article, the writer commented on the morning educational televised programs (school programs) and described the manner in which such programs were executed, beginning with the school year 1969/70 and ending with the school year 1974/75.

55. Said, Abdul Mughni, "Istikhdam Al-Television Fil-Tadrib Al-Mihni Wal-Tathqif Al-'Ummali", (Use of the Television in Vocational Training and Labor Instruction), in: Salah Abdul Kader (Compiler), "Al-Iza'at Al-Ta'limiyyah Fil-'Alam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, pp. 112-123.

Following a review of the new devices introduced on the audio-visual aids and an indication of the advantages realized through the use of television in educational and training purposes, the writer enumerated the fields in which the television is being used to train and instruct laborers.

These fields include programs of labor instruction, background information to laborers in the stage of vocational guidance, preparation and training, programs intended to enlighten laborers on how to guard against sustaining industrial injuries and diseases, instructions on the ideal methods of work performance, guidance of laborers to avoid wrong motor habits, pursuance of training programs and acquaintance with technological progress.

56. A.R.E., Ministry of Education, Directorate of Broadcasts and Television, "Al-Iza'ah Wal-Television fil-Ta'lim", (The Radio and Television in Education), in: Salah Abdul Kader (Compiler), "Al/Iza'at Al-Ta'limiyyah fil-'Aalam Al-Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, pp. 218-222.

Following a synopsis on the development of the use of broadcasts and television programs in education in the Arab Republic of Egypt since 1961 and through 1976, the article explained the aims sought from such use which include keeping abreast with technological progress, presenting lessons in various subjects, use of educational aids for demonstration purposes which are not available in schools and presenting a live picture of various activities which cannot be presented as such in classrooms.

The article went on to describe each educational program presented by the radio and television, mentioning the time set for each and also described the plan envisaged for the 1975/76 educational programs.

EDUCATIONAL THEORIES

57. Shalabi, Saad Ismail, "Al-Ta'lim Wal-Nazariyyah Al-Takamuliyyah 'ind Al-Ghazzali", (Education and the Integrative Theory of Al-Ghazzali), "Sahifat Al-Tarbiyah" (Magazine of Education), 28th year, Issue No. 4, (October 1976), pp. 32-44.

Following a biographical outline of the Arab philosopher Al-Ghazzali and an explanation of the integrative theory in the educational process as meant by the writer, the article reviewed the bases on which Al-Ghazzali's theory rests.

Knowledge is the first basis of Al-Ghazzali's integrative theory of education. In this connection, the writer explained the value and content of knowledge as, visualized by Al-Ghazzali.

Recepients of education constitute the second basis of Al-Ghazzali's philosophy. Here again, the writer described the characteristics of a recepient and his duties.

The third basis consists of the tutor whose duties, morals, rights, characteristics and attitude towards disciples are described.

The writer went on to explain Al-Ghazzali's position as regards individual differences, explaining as well his views on intellect showing the four divisions to which intellect is divided.

Concluding his article, the writer reviewed Al-Ghazzali's views on teaching methods and on generating the interest of pupils by their teachers.

EDUCATORS

58. "'Ali Moubarak, 1824-November 14, 1893", "Al-Tali'ah" magazine, 12th year, Issue No. 11, (November 1976), pp. 17-19.

The article begins with a biographical review of thé life of 'Ali Moubarak and his education, with special reference to the system and standard of education during his time and the jobs he assumed in the Ministry of Education "Diwan Al-Madares" (The Office of Schools),

The role played by 'Ali Moubarak in reforming education in Egypt is related. His main achievements in this respect are the transformation of "kuttabs" (i.e. rural schools) into regular primary schools, the establishment of a large number of primary schools, the creation of the National Library, the establishment of Dar Al-'Ulum, the publication of "Rawdat Al-Madares" magazine, the establishment of laboratories for physics and chemistry and the foundation of a press for printing text books.

The article ended with a review of the major books written by 'Ali Moubarak.

ERADICATION OF ILLITERACY

59. El-Naggar, Hussein Fawzi, "Wasmat Al-Ummiyyah lam Nafqid ba'd Kull Al-Subul Lil-Qadaa 'alaiha", (The Scourge of Illiteracy; We Have Not as Yet Exhausted All Means for Wiping it Out), "Al-Ahram" newspaper, 102nd year, Issue No. 32834, (November 2, 1976), p. 3.

At the beginning of his article, the writer emphasized the importance of adult education in advanced and developing countries, describing the role of the UNESCO in this respect.

Commenting on primary education in Egypt, the writer drew a comparison between this type of education in Egypt and in advanced countries, pointing to the problems faced by primary education and donating their causes.

Dealing with the phenomenon of infiltration from primary schools, the writer said that this phenomenon constitutes the principal cause for educational waste in Egypt, considering the volume of dropouts in Egypt in comparison with their volume in Yemen and Iraq. This phenomenon has its bearing on the high rate of illiteracy, the writer added.

He went on to point to the role of students' organizations, the Ministry of Youth, the Socialist Union, mosques, churches, agricultural cooperative societies and social service unit compounds in fighting illiteracy and providing illiterates with the necessary experience and know how to develop their community, improve agricultural facilities and develop agricultural industries.

60. Ghoneim, Mustafa, "Al-Umiyyah Wal-Dimoqratiyyah... La yajtimi'aan", (Illiteracy and Democracy Have Nothing in Common), "Al-Akhbar" newspaper, 25th year, Issue No. 7609, (November 5, 1976), p. 12.

After explaining the serious nature of the problem of illiteracy and disclosing the percentage of illiterates in Egypt, the writer showed how the eradication of this scourge would solve many of the problems from which Egypt is suffering.

Emphasizing the importance of literacy in the proper exercise of freedom and democracy, the writer pointed to the pressures brought to bear on illiterates in the People's House elections.

Following an explanation of the role of public service conscripts and committees of the Arab Socialist Union spread in towns and villages in combatting illiteracy, the writer reviewed a large number of advantages which the people would reap once illiteracy has been wiped out, especially as regards the individual's health, cleanliness and ability to comprehend and comply with the directives issued by the competent authorities.

61. Ahmed, Abdul Moneim Mahmoud, "Al-Umiyyah Wal-Bou's Al-Siasi", (Illiteracy and Political Misery), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8364, (November 21, 1976), p. 5.

The writer began his article with an explanation of the extent to which democracy and education are interdependent while dictatorship identifies itself with illiteracy, adding that education influences politics and has its bearing on the selection of the suitable candidates in public elections.

He went on to describe the customary practice in elections to prove that illiterates are not immune to pressures. Eradication of illiteracy in Egypt, he added, would result in deepening the roots of democracy.

Concluding his article, the writer pointed to the role of the existing three political parties in fighting illiteracy, saying that success in this task would reflect on the future of these parties.

62. Issa, Ali, "Jawayez Al-Dawlah Wal-Ummiyyah Mustahkimah", (The State Award Prizes While Illiteracy is Acute), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8383, (December 10, 1976), p. 5.

At the beginning of his article, the writer related the number of candidates competing over the State's Academic Prizes and, by contrast, also reviewed the percentage of illiterates in Egypt, pointing to the role these candidates should play in laying down the scientific procedure leading to the eradication of illiteracy.

Citing the example of France in the Sixteenth Century, the writer said that a team of French scholars undertook to purify the French language from all foreign traits.

Concluding his article, he said that all writings by men of letters and all scientific research by scholars would be futile so long as illiteracy is prevalent. He called for a new war to cross the obstacle of illiteracy and ensure its complete eradication.

63. "Nahwa Jahdin 'Aamm Li-Mahw Al-'Ummiyyah", (Towards a Universal Effort to Eradicate Illiteracy), Editorial, "Al-Ahram" newspaper, 102nd year, Issue No. 32877, (December 15, 1976), p. 3.

Beginning his article, the writer explained how illiteracy affects any participation on the part of the entire populace in the Government's endeavours aimed at realizing an overall economic development, showing how little attention is paid by the Government to fighting illiteracy despite the importance and seriousness of this problem.

After reviewing the section dealing with the educational policy in the Government's statement of policy and showing how this section was emphatic in expressing the Government's determination to liquidate illiteracy, the writer dealt with the role expected from the educated populace in this respect and showed how participation by the educated people in fighting illiteracy would result in closer inter-relationships between the members of the people.

Concluding his article, the writer talked on the efforts exerted by some countries to fight illiteracy, showing to what measure both the responsible people and the educated ones participated in teaching illiterates the principles of reading and writing.

EXAMINATIONS - STATISTICS

64. A.R.E., Ministry of Education, Directorate-General of Statistics, "Waqi' Al-Ta'lim fi Gumhuriyyat Misr Al-'Arabiyyah min Khilal Natayej Al-Shihadat Al-'Aammah Lil-'Aam Al-Dirasi 1975/76", (The Status of Education in the Arab Republic of Egypt as Reflected by the Results of General Certificate Examinations for the School Year 1975/76), Cairo, 1976. 40 mimeographed pages.

Following an introduction explaining the purpose of this document and a review of some of the general features of education in the various stages as derived from the statistical results contained therein, an analysis was made of the public examination results in the primary, preparatory and secondary education and in technical schools (industrial, agricultural and commercial).

Examination results in respect of each certificate are distributed according to Educational Directorates, demonstrating the rates of success in each Governorate, the development of the rates of success over five years, the differentials in rates of success according to school affiliation, the rates of success per subject, a comparison of the rates of success in Governorates over the last five years and the distribution of successful pupils according to the categories of grand totals obtained by them.

65. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Results and Trends of Graduation in the Years 1971/72 through 1973/74", Cairo, 1976, 204 pages.

Following an introduction on the importance of examination results as indices which guide educators in planning the country's educational policy, the document presents statistical data on the results and trends of graduation, distributed over three parts.

Part 1 gives cumulative results of public examinations during the years 1971/72 through 1973/74, while part 2 reviews public examination results according to Educational Directorates during the same years

(1971/72-1973/74). These statistics cover results of primary, preparatory and general secondary examinations, industrial secondary diploma examinations for men and women, agricultural secondary diploma and diploma examinations of the commercial secondary education and Men and Women Teacher Training Colleges.

The third part shows graduation trends during the foregoing period (1971/72-1973/74), from primary to preparatory stage, from preparatory to secondary and from secondary to university education and higher institutes.

FACULTIES AND UNIVERSITIES

66. Tewfik, Sabri, "Hatta La Tatahawwal Al-Jami'aat Al-Jadidah ila Klishihat", (How to Safeguard against New Universities Becoming Stereotyped), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8336, (October 24, 1976), p. 5.

After referring to the Republican Decree establishing three new universities, the writer warned against adopting the same educational set-up, studies and curricula of existing universities in the new universities saying that would only complicate problems of university education and result in duplicating the same kind of graduates.

Pointing to the methods which new universities should adopt to avoid all shortcomings of the present universities, the writer emphasized the need for university independence, re-consideration of the academic set-up of faculties, re-consideration of the system of admission and study and linking universities with the community. He pointed to the role which the new Canal University could play in this respect.

Concluding his article, the writer stressed that each new university should have its own independent personality in order to represent a new addition to the existing universities.

67. Metawi', Ibrahim Esmat, "Arba'at Awsiyaa 'alaa Istiqlal Al-Jami'aat; Limaza?", (Four Custodians on University Independence; Why?), "Al-Ahram" Newspaper, 102nd year, Issue No. 32818, (October 17, 1976), p. 3.

Following an introduction on the vital importance of the universities' administrative and financial independence, the writer cited symptoms of intervention on the part of the Ministry of Finance, the Ministry of Higher Education (Scholarship and Relation Departments), the Ministry of Foreign Affairs and the Supreme Council of Youth in university affairs.

After explaining how such interference prejudices the independence of universities and hinders urgent matters, the writer reviewed his suggestions for ensuring the financial and administrative independence of universities.

In conclusion, he called for electing university leaders in order that universities may enjoy a free hand in planning, research and thinking and in asserting their independence.

68. Abu-Taleb, Na'im, "Ilghaa Al-Majlis Al-A'la Lil-Jami'aat Khutwah 'ala Tariq Al-Istiqlal", (Abolition of the Supreme Council for Universities is a Step on the Road for Independence), "Al-Ahram" newspaper, 102nd year, Issue No. 32821, (October 20, 1976), p. 3.

Pointing to some defects observed in university education, the writer mentioned in particular the decline of the standard of graduates, the determination of university education and the lack of association between the university and the problems of the society.

The writer went on to relate some facets of interference on the part of the Supreme Council for universities in the affairs of universities, whether in the system of admission, or in deciding the dates on which universities open, or in promoting teaching bodies. In his view, independence of universities requires that each university exercises full freedom in selecting its own appropriate system of admission, determining the rules for appointing and promoting faculty and devising the financial and administrative systems most suitable for it.

Concluding his article, the writer showed how adoption of the foregoing philosophy contributes towards the promotion and stability of Egyptian universities.

69. Gharib, Ahmed, "Limaza Akthar min Jami'ah fil-Qahirah?", (Why More than One University in Cairo?), "Al-Ahram" newspaper, 102nd year, Issue No. 32829, (October 28, 1976), p. 3.

After stating that none of the universities existing in Cairo has distinguishing characteristics, the writer cited the example of the three faculties of medicine which are all identical. He compared Cairo, which has three universities, with London which has only one university with several faculties of medicine attached to it.

Commenting on the status of the practical faculties which belong to the various universities in Cairo, the writer advocated the view that these faculties should belong to one university having a number of faculties of medicine, engineering and the like affiliated to it.

Suggesting that university hospitals be put under the administrative and financial supervision of the Ministry of Health, the writer said that professors should only concern themselves with study and research.

70. El-Sayyed, Galal, "Kayfa Yakun Istiqlal Al-Jami'ah?" (How to Ensure University Independence), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8349, (November 6, 1976), p. 5.

Beginning his article, the writer said that the concept of university independence emerged at the first meeting held in October 1906 to discuss the project of creating a national university.

He went on to describe how the British occupation viewed this independence, saying that when the national university was taken over by the State, it insisted on preserving its own independence. This was in March 1922.

Reviewing the circumstances in which university independence was encroached upon by the various Egyptian Governments, and describing the crises resulting from such intervention up to 1952, the writer described the position of the university following the 1952 Revolution and showed how a struggle developed between the Government and the University following the 1954 crisis. He mentioned that any intervention in university independence on the part of the administration results in a variety of problems and issues.

At the conclusion of his article, the writer described the characteristics of an independent university, posing a question as to the meaning of independence and whether it merely represents financial and administrative independence of the university as a machinery with a social function, or whether independence includes as well the university's right to free opinion and research.

71. Ramadan, Abdul Azim, "Istiqlal Al-Jami'aat fi Mujtama' Mutaghayyer", (Independence of Universities in a Changing Society), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8359, (November 16, 1976). p. 5.

The writer began his article with a clarification of university independence and how it relates to liberty, democracy and social change.

Proceeding with a description of the historical framework of university independence, the writer talked on the emergence of the university and its struggle for attaining independence. He related how this independence was effected by the March 1954 Crisis and also by the Resolution of April 1954 adopted by the Revolutionary Command Council granting certain powers to university officials.

After explaining the meaning of independence, the writer showed to what extent such independence would tolerate linking universities to the society and involving it in society problems.

72. El-Diwani, Khalil Mustafa, "Humum Ustaz Al-Tibb", (Worries of a Medical Professor), "Al-Akhbar" newspaper, 25th year, Issue No. 7625, (November 24, 1976), p. 5.

Following an introduction on the importance of the medical profession to the society and on the impact of the system of education on the study of medicine, the writer compared the results of the general secondary certificate examinations at the time when the writer himself was sitting for them and the results obtained today.

The writer attributed the phenomenon of high scores in secondary examinations to the intense competition between students and the leniency in correcting their examination papers.

Commenting on the degree to which students with high scores in secondary examination are qualified to study medicine, the writer said that a number of suggestions should be adopted to uplift the standard of medical education. In this connection he called for proficiency examinations for students applying to medical faculties, ensuring that a high standard of English is maintained by the student, extending the years of medical study, limiting the number of students admitted into medical faculties, consolidating educational facilities, particularly teaching bodies and equipment, and revising the curricula in order to incorporate similar subjects.

73. El-Sebaei, Labib, "Istiqlal Al-Jami'aat bayna Al-Jawhar Wal-Mazhar; Qadiyyah Jami'iyyah", (Independence of Universities: Essence vs. Appearances; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 511, (December 1, 1976), pp. 47-49.

After relating the efforts exerted to back university independence pursuant to the Constitution, the writer showed how such independence reflects on the freedom of expression and thinking, on the upbringing of new generations of young men, and on university studies and research.

He went on to show how the university's scientific and academic independence help it in facing the problems of the society, saying in conclusion, that any academic and scientific independence requires administrative independence, liberty of action, freedom of formulating and developing curricula and freedom of determining standards of admission and qualification.

74. Abdul Fattah, Abdul Razek, "Al-Jami'aat Al-Teknolojiyyah", (Technological Universities), Cairo, Federation of Arab Universities, 1976, 16 pages.

- Paper submitted to the "Third General Conference on University Organization: Set-up and Administration", Baghdad, November 21st to 27th, 1976.

The first of the two parts contained in this paper reviews the historical evolution of Egyptian universities from the days of the Roman Empire as well as the communal developments, challenges faced by Egypt over these years, and education's attitude vis-a-vis such challenges.

Part 2 deals with technological universities, giving the reasons calling for their establishment and describing their evolution and organizational set up as distinguished from those of traditional universities.

General remarks are mentioned in this paper on the methods of developing technological universities and their role in raising the standard of technicians and training them.

Two tables are appended to the paper; one showing the syllabus of engineering schools at the beginning of the Nineteenth Century and the second showing that of engineering schools at the close of the Century.

Academic Year

75. Tewfik, Muhsin Abdul Hamid, "Jami'at Al 120 Usbu'an", (The 120-Week University), "Al-Ahram" newspaper, 102nd year, Issue No. 32822, (October 21, 1976), p. 3.

Pointing to the deficiencies suffered by Egyptian universities and their backwardness in the field of scientific research, the writer said that universities are only concerned with producing graduates.

Calculating the number of days off, weekends, holidays and the commencement and close of the academic year, the writer said that university education has been reduced to 120 weeks only, which does not compare favourably with the world average. This state of affairs, he added, reflects adversely on curricula, students and teachers.

Pointing to the methods conducive to the solution of this problem, the writer said that the present academic year should be prolonged to double its present length.

Educational Faculties and Institutes

76. El-Shafei, Ibrahim Mohamed, "Bayna Kulliyyat Al-Tarbiyah Wa-Kulliyyat Al-Aadab Wal-'Ulum", (Faculties of Education vs. Faculties of Arts and Sciences), "Sahifat Al-Tarbiyah", (Magazine of Education), Vol. 28, Issue No. 4, (October 1976), pp. 8-15.

As an introduction to his article, the writer reviewed the faculties which are responsible for training on sciences, applied sciences and mathematics and those responsible for the training on humanities and social sciences.

The writer then related the former practice where some faculties were entrusted with scientific training, while vocational training was left to faculties and institutes of education.

Reviewing the conditions in existence, the writer said that faculties and institutes of education now undertake both types of training (scientific and vocational) or vocational training after the academic qualification has been obtained.

The writer then reviewed the discussions which took place over the last ten years about these systems of training and explained the obstacles impeding scientific and vocational training in faculties of education. In this connection, he dealt with the problem of low academic standard of graduates of faculties of education, saying that they fail to secure any jobs outside the realm of the teaching profession, whether in the Government or in public and private corporations. He also dealt with the problem of graduates of the faculties of education who are denied the right of post-graduate diploma studies unless they spend one additional year in complementary studies.

The writer further pointed to the fact that students in faculties of education are required to spend seven years of study in order to attain the same academic standard of graduates from the faculties of sciences, humanities and social subjects, adding that graduates of faculties of sciences and humanities secure a better material and social standard than those who graduate from the faculties of education.

Concluding his article, the writer proposed some solutions for the foregoing problems.

Guides to

77. Giza, Cairo University, Faculty of Archeology, "Dalil Al-Kulliyyah", (Guide to the Faculty), Cairo, 1976. 55 pages.

In its introduction, a historical background was given on the establishment and development of the Faculty of Archeology and its various Departments up to 1975/76. It also indicated the activities undertaken by the Faculty in excavating for pharaonic antiquities at the Giza Pyramid's area and Islamic antiquities at El-Basatin region, south of Al-Fustat.

The Guide then dealt with the following subjects: The Faculty's buildings, museums and libraries and the Faculty's administrative and organizational aspects, such as the Faculty's Administration, Board, educational system, degrees granted to graduates, system of admission and examinations, disciplinary regulations and penalties and regulations governing transfer of students.

Lastly, the Guide dealt with the social and athletic activities of the Faculty and the various services rendered by it.

A list of the Faculty's teaching staff and administrative employees is also given together with the curricula divided by Departments and classes.

78. Saad, Shukri Ibrahim, "'Ala Abwab 'Aam Dirasi Jadid; Ba'ad Al-Mashakil Wal-Hulul min Al-Tadris ila Al-Tashih", (At the Beginning of a New Academic Year; Some Problems and Solutions, from Teaching to Correcting Examinations), "Al-Ahram" newspaper, 102nd year, Issue No. 32814 (October 13, 1976), p. 7.

Commenting on the phenomenon of large numbers of students enrolled in Egyptian universities despite the limited means, whether as to professors or as to auditoriums, laboratories or libraries, the writer said that such deficiencies reflect on the university education. University examinations, he added, occupy a considerable part of the professors' time, whether in preparing the question sheets or in correcting the papers.

Pointing to the evils of early narrow specialization in some faculties, with special reference to the faculties of sciences, the writer said that such state reflects on a large percentage of graduates who work as teachers and are, as such, in no need for such narrow specialization.

Problems of text books were also discussed by the writer who concluded his article with suggestions aiming at overcoming the foregoing problems. He called upon the Supreme Council of Universities to discuss these suggestions and attempt to find practical solutions for the existing problems.

79. El-Sebaei, Labib, "'Am Jadid Wa-Mushkilat Qadimah Tantazir Al-Hall",(A New Year and Old Problems Awaiting Solutions), "Al-Ahram Al-Iqtisadi" magazine, No. 508, (October, 15, 1976), pp. 30-32.

After reviewing the measures taken to correct the policy of university education, the writer showed how the standard of university education is adversely affected by the absorption of the General Secondary Certificate holders in universities, with the net result that university graduates far exceed the country's requirements. He advanced suggestions for overcoming this problem.

The writer went on to review the problem of faculty shortage as stated by the president of Cairo University, giving his own solutions for this problem.

Other problems dealt with in this article included the problem of academic books, which is a major one and needs an urgent solution.

Concluding his article, the writer related the steps taken by universities in the fields of social and health care and in absorbing the increasing number of foreign students in university dormitories.

80. Khattab, Abdul Khalek Abdul Aziz, "Al-Ittijahat Al-Mu'assirah Fil-Ta'lim Al-Jami'i Wa-Mushkilatuhu ma' Nazrah Khassah ila Al-Ta'lim Al-Tibbi", (Contemporary Trends in University Education and its Problems with Special Reference to Medical Education), Cairo, Federation of Arab Universities, 1976, 6 pages.

- Paper submitted to the "Third General Conference on University Organization: Set-up and Administration", Baghdad, November 21st - 27th, 1976.

This paper is divided into three parts.

Part 1 deals with the function of university in the past and present, while the second part reviews the factors which influenced the development of university education in our days, mentioning in this respect the expansion of university education at present (1972/73) as compared to conditions back in 1963/64. In this part, the writer also dealt with democracy and equal opportunities as they reflected on university education, explaining, as well, how universities were affected by sciences and technology.

Part 3 deals with problems of university education in Egypt, which include problems of planning, orientation, examinations, faculty shortage, scientific research, Arabization of medicine and material problems of students.

Rostrums

81. Rizk, Aida, "Takhsis Mizaniyyat Al-Ma'amel Li-Kulliyyat Al-Tibb Wahdaha; Fikrah Lil-Jami'aat", (Devoting the Budget of Laboratories Exclusively to Faculties of Medicine; An Idea for Universities), "Al-Ahram" newspaper, 102nd year, Issue No. 32867, (December 5, 1976), p. 7.

Following an introduction on the wretched state of scientific instruments and laboratories in the practical faculties of Egyptian universities, the writer said that this state has resulted from the lack of adequate budgetary appropriations, the red tape, the absence of maintenance technicians, the inadequacy of the instruments designs for the purpose of practical training and the lack of proportion between the number of instruments available and the number of students in practical faculties.

Solutions advanced by the writer for the foregoing problems call for appropriating the entire budget of laboratories each year to one particular faculty, starting with the Faculty of Medicine, then the Faculty of Engineering and so on.

She also called for an extensive utilization of the plants in the various factories for providing summer training to students. Each factory would accommodate rotating groups of students and offer them the necessary training in its laboratories.

Students - Admission

82. El-Ansari, Samia, "Maktab Al-Tansiq Wal-Muyul Al-Mihniyyah", (The Coordination Office and Vocational Aptitudes), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8315, (October 3, 1976), p. 5.

Criticizing the Coordination Office for its failure in admitting students into university faculties according to their inclination and aptitudes, the writer said that this failure has resulted in overcrowding theoretical faculties with students who have no interest in the lessons taught in these faculties.

Discussing the problems of secondary education which led to the failure of the Coordination Office, the writer mentioned the fact that the secondary education has two branches only (literary and scientific), that no link exists between the secondary education and real life and that the curricula lacks cohesion.

Concluding her article, the writer denoted some methods which, if adopted, would, in her opinion, help in discovering the student's aptitudes. She stressed that personality traits and vocational aptitudes should be taken into consideration when students are admitted in universities, adding that admission tests should precede enrollment in each faculty.

83. Issawi, Abdul Rahman, "Nahwa Siyasa Mawdu'iyyah Lil-Qabul Bil-Jami'aat Yattasi' Sadruha Li-Qabul Al-Istithnaat", (Towards an Objective Policy for Admission into Universities Allowing for Some Exceptions), "Al-Ahram" newspaper, 102nd year, Issue No. 32815, (October 14, 1976), p. 3.

The writer is all for the exceptions allowed in admitting students into universities, justifications of which are related in his article. He is critical of the present system applied by the Coordination Office in distributing students on the various faculties, each according to the scores obtained in the General Secondary Examinations, saying that a better approach to this problem lies in the creation of a National Center for Psychological Evaluation which would measure each student's intelligence, abilities and vocational inclinations and assign them to the respective studies more appropriate for each one of them.

The writer explained how such a Center could be established, describing its procedures and anticipated outcome, saying it would contribute towards the bringing about of more successful students and would save tremendous amounts of money lost to universities as a result of failure and dropouts.

Students - Duties of

84. Mahmoud, Hafez, "Nidaa Li-Talabat Al-Jami'aat", (An Appeal to University Students), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8330, (October 18, 1976), p. 5.

After praising the keen interest in education shown by the late nationalist leader Saad Zaghloul and quoting his sayings on one occasion fifty years ago, the writer emphasized the mission of education in the building of the nation, pointing to the role which university students play in this respect.

The writer went on to explain the meaning of scientific struggle and show its bearing on the scientific discoveries from which the people of the world benefit. He gave examples of Egyptian scientists who struggled to distinguish themselves as scientists and discover scientific theories causing world-wide reaction.

Concluding his article, the writer dealt with university spirit, pointing to its meaning, significance, the circumstances through which it had passed and the role university students are expected to play in reviving it.

Students - Guides

85. El-Sebaei, Labib, "Dalil Al-Dirasat Al-'Ulia Bil-Jami'aat Al-Misriyyah", (Guide to Higher Studies in Egyptian Universities), Cairo, Al-Ahram Establishment, 1976, 32 pages.

- Supplement to "Al-Ahram Al-Iqtisadi" magazine, Issue No. 509, (November, 1, 1976).

The conditions for admission and the pertinent documents required for enrollment of Egyptian and Arab students into universities are mentioned in this Guide, together with the admission conditions in post-graduate sections.

Faculties covered by this Guide are: the Faculties of Arts, Law, and Economy and political Science of Cairo University, faculties of Commerce, Sciences, Medicine, Dentistry, Pharmacy, Engineering, Agriculture, Veterinary and Mass Communication of Cairo University, Faculty of Archeology of Cairo University, Girls' College of Ain-Shams University, Faculty of Dar-Al-'Ulum and Faculties of Education.

The Guide also indicates the conditions for admission in the Institute of African Studies and Research of Cairo University, the Institute of Statistical Studies and Research of Cairo University, the Higher Institute of Nursing and the Institute of Tumours.

A set of tables are contained in the Guide showing the types of diplomas granted by each of the various Faculties as well as the post graduate diplomas.

Students - Studying

86. Mahmoud, Ibrahim Waguih, "Al-Rida 'an Al-Dirasah Wa-'Ilaqatuhu Bi-Majmu'ah min Al-Mutaghayyerat", (Satisfaction with One's Study as it Relates to a Set of Variables), Cairo, The Anglo-Egyptian Bookshop, 1976. 14 pages.

This book represents a practical research work undertaken by the author to determine the variables connected with a student's satisfaction with his (or her) study in the university stage, leading to his (or her) success.

After stating his problem and describing the method employed in his research, the writer mentioned the variables under study and described the samples of students of both sexes selected for this research. He further mentioned the tools utilized in the research and the sample questions used, also describing the method adopted to ascertain the precision and accuracy of his yardstick.

The book ended with an explanation of the findings obtained by the author from his research, determining the relationship between one's satisfaction with his study and the factors of sex, accomplishment and majors.

The book ends with an outline indicating the purpose and findings of this research.

Teaching Bodies

87. El-Sebaei, Labib, "Azmat Al-Tadris fil-Dirasat Al-'Ulia; Qadiyyah Jami'iyyah", (The Problem of Teaching in Higher Studies; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 509, (November 1, 1976), pp. 31-33.

Following a review of some university problems which recur at the beginning of each academic year, the writer mentioned in particular the fact that the number of students enrolled in universities is not proportionate to the number of teaching staff, substantiating his argument with figures.

The writer went on to show how audio-visual aids are widely used in other countries of the world and help in overcoming the problems encountered by faculty, adding that these aids should be introduced in Egyptian universities and all members of the teaching bodies as well as technicians should be trained on operating them.

Concluding his article, the writer advanced some suggestions for the development of post graduate studies in Egyptian universities and for offsetting the shortage in faculty, adding that higher studies should be linked to the country's needs in both sectors of production and services.

FOREIGN STUDENTS

88. Moussa, Gamaluddin Mohamed, "Al-Jami'aah bayna Al-Iltizam Wa-Takafu Al-Furas", (University Commitments vs. Equal Opportunities), "Al-Akhbar" newspaper, 25th year, Issue No. 7632, (December 2, 1976), p. 5.

After stating that the number of foreign students admitted into Egyptian universities is steadily increasing, giving the pertinent figures a few years ago and at present, the writer mentioned that these students do not report to their faculties at the commencement of each academic year, but are always late in applying, apart from their low level of education.

The writer went on to show how such students affect Egyptian students in Egyptian universities, saying that Egyptians are deprived of university education for the sake of admitting foreign students who are much lower in their academic level.

He further referred to the wide-spread phenomenon of private tutoring among foreign students who resort to such practice in order that they could follow their studies in their respective faculties, mentioning, in conclusion, the principles on which acceptance of foreign students in Egyptian universities should depend.

89. El-Adawi, Sonia, "Al-Talabah Al-Wafidoun Laisou Wabaan", (Foreign Students are not an Epidemic), "Al-Akhbar" newspaper, 25th year, Issue No. 7643, (December 15, 1976), p. 5.

Following an introduction in which the writer showed how the lack of proper orientation of education in Egypt results in an increasing number of graduates who are not needed by the country, the writer stressed Egypt's role in civilization and culture showing how this role would be minimized if the number of foreign students admitted into Egyptian universities is reduced.

She went on to show the spiritual bonds of fraternity which link Egypt with the Arab World, pointing to the commendable attitude adopted by the Arabs in the October War.

Concluding her article, the writer said that foreign students distinguish themselves in their studies, citing as a proof the fact that the research papers prepared by them in some faculties receive high grades.

ILLITERACY

90. El-Ghobashi, Hassan Ali, "Al-Umiyyah Wal-Manabir", (Illiteracy and Political Rostrums), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8325, (October 13, 1976), p. 5.

Following an indication of the dangers which illiteracy represents to developing countries, the writer pointed to the proportions illiteracy has in Egypt, saying that this scourge has its impact on Egypt's politics and economy.

An illiterate, he added, cannot distinguish between the various political rostrums and, consequently, cannot elect the candidate of this or that rostrum who would represent him in the People's Assembly.

In this connection, the writer pointed to the role of the founders and members of the political rostrums in fighting illiteracy among farmers and workers, adding that they should solicit the collaboration of the Ministry of Education, the Youth Organization and the Woman's political set-up in wiping out illiteracy.

91. Hamdan, Mustafa Mahmoud, "Al-Umiyyah Wal-Intikhabat", (Illiteracy and Elections), "Al-Gumhouriyah" newspaper, 23rd year, Issue, No. 8335, (October 23, 1976), p. 5.

After explaining that illiteracy has its bearing on the people's political and electoral awareness and showing how candidates in elections exploit the illiterates and influence their opinion by the slogans uttered in their campaigns, the writer pointed to the duty of those candidates towards the society, saying they should adopt positive measures to undermine the problems of the society and to enlighten the illiterates on such problems, uprooting their own problem of illiteracy.

92. Madani, Ahmed Ezzat, "Al-Nufuz Al-Siyassi Lil-Ummiyyah", (The Political Influence of Illiteracy), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8348, (November 5, 1976), p. 5.

Pointing to the dangers inherent in illiteracy and its bearing on the country's economic and social development, the writer substantiated his argument with a review of the ratio of illiteracy to the total population of Egypt, remarking that its percentage is particularly high in rural areas.

Such state of affairs, the writer added, reflects on the elections of the People's Assembly and on any Assembly being the outcome of such circumstances, even if elections are conducted without any governmental intervention and even if the supervising government exercises neutrality in the electoral campaign.

Concluding his article, the writer showed how illiteracy affects politics as a professional career and reflects on the officials in control of provincial councils and agricultural cooperative and productive societies and on the local development of rural areas.

INDUSTRIAL EDUCATION

93. Shitah, Mansour El-Sayyed Ali, "Dirasah Muqaranah Li-Dawr Al-Ta'lim Al-Sina'ei Al-Thanawi Fil-Tanmiyah Al-Sina'iyyah fil-Jumhuriyyah Al-'Arabiyyah Al-Libiyyah Wa-Jumhuriyyat Misr Al-'Arabiyyah", (A Comparative Study of the Role of Secondary Industrial Education in the Industrial Development of the Libyan Arab Republic and the Arab Republic of Egypt), Cairo, Faculty of Education, 'Ain Shams University, 1976. 392 pages + supplements.

- Dissertation submitted to the Department of Comparative Education and Educational Administration for obtaining the degree of M.A. in Education.

This dissertation falls into six chapters.

Chapter 1 defines the topic chosen for the research and emphasizes its significance.

The second chapter discusses the role of industrial education in development programs in general and in industrial development in particular.

In chapter 3, a discussion is made of industrial education in the Arab Republic of Libya from 1835 to 1976, while chapter 4 is devoted to studying industrial education in the Arab Republic of Egypt. This fourth chapter is divided into four sections, the first of which deals with industrial education from the beginning of the Nineteenth Century to the British occupation of Egypt. The second section covers industrial education from the time of the British occupation until 1922, while the third section covers the period between 1923 and 1952 and the fourth describes industrial education from 1952 to 1976.

Chapter 5 presents a comparative study between secondary industrial education in the Arab Republic of Libya and the Arab Republic of Egypt, while the sixth chapter reviews the author's suggestions for developing secondary industrial education.

Appended to the dissertation are a list of Arabic and foreign bibliographical references and a number of supplements.

94. Mustafa, Salah Abdul Hamid, "Dirasah Muqaranah Li-Nuzum Al-Talmaza Al-Sina'iyyah fi Jumhuriyyat Misr Al-'Arabiyyah Wa-Almania Al-Ittihadiyyah Wa-Faransa", (Comparative Study of the Systems of Apprenticeship in the Arab Republic of Egypt, Federal Germany and France), Cairo, Faculty of Education, 'Ain Shams University, 1976, 207 pages + supplements.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, Ain Shams University for obtaining the degree of M.A. in Education.

The first of the seven chapters comprising this dissertation deals with the topic chosen for this research and its various proportions and describes the method and plan adopted by the writer.

Chapter 2 relates the history of apprenticeship in the Arab Republic of Egypt from the days of Mohamed Ali and until the issuance of the Minister of Industry's Resolution No. 74 of 1968 defining the functions of the Administration of Productive Efficiency in this respect.

In this chapter, the writer listed the conditions to be fulfilled in any factory providing practical training to students.

The third chapter describes a field study of some problems of apprenticeship in Egypt undertaken by the author who defined the sample chosen and the questionnaire used in this study.

Chapters 4 and 5 give a detailed account of apprenticeship in Federal Germany and France, while the sixth chapters presents a comparative study of apprenticeship systems in Egypt, Federal Germany and France.

The writer's recommendations and suggestions, whether in matters of financing or admission, are contained in the seventh and last chapter.

A list of Arabic and foreign reference books consulted by the author is appended to the dissertation, together with the text of questionnaire used in compiling his data.

INDUSTRIAL SCHOOLS

95. A.R.E., Legislations, Laws, Regulations... etc., "Ministerial Resolution No. 206 Dated September 28, 1976 for the Establishment of an Industrial Secondary School (Following the 3-Year System) in the Governorate of Minya", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 2 stencil pages.

This Resolution, consisting of five articles, is issued in furtherance of the policy of the Ministry of Education in establishing specialized technical schools.

By virtue of this Resolution, an architectural secondary school is to be established at the location specified in article 1 which also specifies the school's name.

Article 2 lists the trades taught in this school, being general architecture, carpentry of architecture, decoration, sanitary work, plumbing and carpentry of furniture.

By article 3, Law No. 75 of 1970 regulating technical education and the Resolutions issued thereunder apply to this school.

According to article 4, reaching in the first year is scheduled to commence with the beginning of the 1976/77 school year.

The fifth and last article provides for the publication of the Resolution and its subsequent implementation and enforcement.

Home Economics - Teaching

96. A.R.E., Legislations, Laws and Regulations, "Circular No. 152 Dated November 9, 1976 Containing Guidelines for Home Economic Subjects in Industrial Secondary Schools for Girls in the School Year 1976/77", Cairo, Cabinet of the Under-Secretary for Technical Education, Ministry of Education, 1976, 3 stencil pages.

Following a statement on the aims sought by teaching home economics subjects in industrial secondary schools for girls, the Circular explained that these subjects contribute to the formulation of the girl's personality, occupy her leisure time, inculcate a democratic spirit in her and develop her good taste.

Reviewing the guidelines necessary for attaining these aims, the Circular emphasized the need for understanding the curriculum, selecting raw materials which are available in the local environment, training girl students on restricting consumption and determining quantities, giving more attention to the industrial development and processing of food and studying in theory the tools and raw materials.

The Circular, lastly, pointed to the need for making use of educational aids and described the types of aids required in teaching home economics.

ISLAMIC EDUCATION

97. "Abboud, Abdul Ghani, "Al-Idiolojia Wal-Tarbiyah Al-Islamiyyah", (Ideology and Islamic Education), in: Ali, Said Ismail:, "Al-Kitab Al-Sanawi fil-Tarbiyah Wa-'Ilm Al-Nafs", (Year Book of Education and Psychology), Vol. III, Cairo, Dar Al-Thaqafah Wal-Tiba'ah Wal-Nashr, 1976, pp. 21-79.

Following an introductory note in which the writer drew a comparison between European and Islamic civilization during the six centuries which begin with the Fifth Century and ends with the Eleventh Century, he described the nature of science in Islam as influenced by the Holy Quraan and the Prophet's Tradition.

In a subsequent chapter entitled "Islamic Education", the writer dealt with the following topics: the general framework of Islamic education, institutions of Islamic education, management and financing of education in Islam and the educational curriculum in Islam.

In a further chapter entitled "Islamic Educational Concepts", the writer discussed the concepts of education which prevailed during the time of the prophet and during the Umayyid and Abbaside Ages.

A list of bibliographical references consulted by the writer in compiling his material is given at the end of this article.

LANGUAGE TEACHERS, TRAINING OF

98. Gharib, Ahmed, "Hall Yasluh Khirrij Al-Huquq Li-Tadris Al-Lughat?", (Is a Graduate of the Faculty of Law Capable of Teaching Languages?), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8345, (November 2, 1976), p. 5.

Beginning his article, the writer mentioned the reasons which cause the Ministry of Education to employ graduates of the Faculties of Law, Commerce and Sciences in teaching without being educationally qualified for that.

As for the graduates of the Faculty of Law, the writer indicated that the State is not in need of the large numbers of such graduates, with the result that they accept employment as teachers of languages owing to the shortage in the number of teachers required therefor.

After enumerating the reasons for the failure of these graduates in teaching languages in preparatory and secondary schools, the writer advanced some solutions for this problem. In this connection, he dealt mainly with the loaning of language teachers to foreign countries, adding that graduates of Faculties of Law actually engaged in teaching languages should receive training in Faculties of Education and in Institutes of Language Teaching to qualify them for teaching languages.

MATHEMATICS

Advantages of

99. Mahmoud, Mamdouh Mohamed Soliman, "Dirasah Muqaranah bayna Al-Riyadiyyat Al-Hadithah Wal-Riyadiyyat Al-Taqlidiyyah fi Tanmiyat Al-Fikr Al-Naqid Wal-Tafkir Al-Ibtikari", (A Comparative Study between Modern Mathematics and Conventional Mathematics in Developing Critical Thinking and Creativeness), Cairo, 1976. 134 pages + supplements.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in education.

The first of the seven chapters comprising this dissertation sets forth the topic under discussion and indicates the importance of mathematics in developing thinking. It also shows the significance, scope, hypotheses and plan of this research.

Chapter 2 draws the theoretical framework of the research and explains the meaning of creative thinking and critical thinking, indicating how mathematics helps in developing them.

The third chapter reviews the earlier studies conducted on the same subject. These fall into three sections, the first deals with the research conducted on critical thinking, the second with research concerning creative thinking and the third is on the development of thinking with the aid of mathematics.

Chapter 4 explains the tools used by the writer in his research, while the fifth chapter analyses the curricula of modern and traditional mathematics in schools.

The writer's experiment is described in chapter 6, where he explains his sample, tests, correction and adaptation of tests and his findings. He also gives an interpretation of these findings.

The seventh and last chapter outlines the thesis and reviews the writer's applications and suggestions.

Appended to the thesis are a bibliographical list of reference material and seven supplements containing the experiments undertaken by the writer.

Teaching of

100. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 132 Dated October 11, 1976 in Connection with the Guidelines for the Teacher of Mathematics in Industrial Secondary Schools for the School Year 1976/77", Cairo, Cabinet of the Under-Secretary for Technical Education, Ministry of Education, 1976. 3 stencil pages.

The text of this Circular is divided into two parts.

The first part contains general guidelines on the thorough preparation of lessons by teachers, the considerations to be taken into account in the preparation of the teacher's notebook, the attention given to the written work of students and the factors to be taken into consideration in assessing written work. These guidelines also deal with the methods of teaching utilized in each lesson, especially mathematics and with the function of the text books of mathematics.

Part 2 of the Circular contains general directives on the teaching of algebra, geometry, trigonometry, analytic geometry and calculus.

MEN AND WOMEN TEACHER TRAINING COLLEGES

Examinations

101. A.R.E., Legislations, Laws and Regulations, "Circular No. 173 Dated December 14, 1976 in Connection with the Procedures Observed in Organizing and Controlling Examinations in Men and Women Teacher Training Colleges", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 33 stencil pages.

This Circular, which is intended to interpret the Ministerial Resolution No. 231 of 1976 in connection with the organization of examinations in Men and Women Teacher Training Colleges, consists of two sections.

Section 1 explains the procedure for assessing classwork of students, stipulates the conditions for sitting for mid-year and final examinations, explains the method for calculating classwork grades and shows the steps to be taken in the event a student fails to sit for the mid-year or final examinations. It also indicates how to evaluate student's progress in religious education and civics.

The second section deals with the method for calculating the final grades in art education and home economics for girls, agricultural education for men and physical and musical education in the first three years and in the fourth and fifth years.

The Circular further explains the measures for controlling examinations and for evaluating students.

It ends with a set of appendices showing maximum and minimum grades and the time allotted for examinations in the first three years in Men and Women Teacher Training Colleges and in the fourth and fifth years for all majors.

102. A.R.E., Legislations, Laws and Regulations. "Ministerial Resolution No. 231 Dated October 26, 1971 in Connection with the Systems of Examinations in Men and Women Teacher Training Colleges", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 5 pages + appendices (in stencil form).

This Resolution consists of four parts comprising twenty five articles.

The first part, which embraces six articles, sets forth the conditions for sitting for annual and diploma examinations for all students and for drafted and ill students.

Part 2, which begins with Article 7 and ends with Article 13, describes the system of examination and conditions for success, while the third part, comprising Articles 14 to 19, describes the system of concluding annual and diploma second session examinations and the conditions for sitting for these examinations.

The fourth and last part consists of Articles 20 to 25 and contains transitional provisions for the enforcement of this Resolution.

Seven appendices follow, containing a definition of the nature of examinations and the maximum and minimum grades obtainable in each subject in the first three years of Men and Women Teacher Training Colleges and in the various majors in their fourth and fifth years.

Students - Penalties

103. A.R.E., Legislations, Laws and Regulations. "Ministerial Resolution No. 230 Dated October 25, 1976 in Connection with the Amendment of the Provisions Concerning Disciplinary Penalties Set Forth in Ministerial Resolution No. 65 of 1969", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 2 stencil pages.

This Resolution, which consists of five articles, specifies the amendments introduced on Resolution No. 65 of 1969 organizing men and women teacher training colleges.

Article 1 relates to the amendment in connection with those cases in which a student (male or female) may be dismissed from the college.

The second article deals with the cases in which dismissed students may be re-admitted into college.

Article 3 provides for the enforcement of this Resolution while Article 4 repeals any provisions contrary to it.

The fifth and last article relates to the publication of the Resolution in the Official Gazette and its implementation as from its effective date.

The New School Year

104. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 143 Dated November 27, 1976 in Connection with the Preparation for Commencing Work at Men and Women Teacher Training Colleges in the School Year 1976/77", Cairo, Cabinet of the First Undersecretary for Primary Education and Teacher Training Colleges, Ministry of Education, 1976. 13 stencil pages.

The importance this Circular represents to those in charge of the educational process in men and women teacher training colleges is explained in its introduction. The text itself, containing guidelines to be observed, falls into four sections.

The first section, dealing with the planning and organization of work, elaborates on the following subjects: admission into classes of the first year, branches in the fourth year, school buildings, loans in cash, boarding sections, school nutrition, remunerations and incentives, the administrative and financial machinery, the annexed primary school and the supervisory board.

Section 2 is devoted to curricula and textbooks and set forth the necessary directives to be observed with respect to each school subject.

The third section is concerned with the evaluation of students and student affairs. It explains the necessary guidelines to be observed in evaluating class work during the year and mid-year and final examinations. As regards students affairs, the Circular specifies the requirements to be fulfilled at the time of admission.

The fourth and last section is devoted to the technical guidance required in the educational process. A definition of the word "guidance" is given as it applies to education and an enumeration is made of the factors to be taken into consideration in assessing the work of a teacher.

MENTAL HEALTH

105. Farghali, Mohamed Saad Hussein, "Al-Mutafawwiq Riyadiyyan; Dirasah Li-ba'd Simat Al-Shakhsiyyah", (Students Excelling in Mathematics; A Study of Personality Traits), Cairo, Faculty of Education, Al-Azhar University, 1976. 119 pages + supplements.

- Dissertation submitted to the Department of Mental Health of the Faculty of Education, Al-Azhar University, for obtaining the degree of M.A. in education.

This dissertation consists of four chapters and six supplements.

Chapter 1 presents the subject under discussion and shows its importance. It sets forth the writer's hypotheses and defines the basic concepts and methods of studying personality traits.

The second chapter reviews the earlier studies and research conducted on the same topic, while chapter 3 reviews the methods and procedures of the research, the sample chosen, the tools used and the applications of such tools.

Chapter 4 contains an analysis of the writer's findings and an interpretation thereof, together with the issues raised by his research and an outline of the thesis.

A bibliographical list covering Arabic and foreign reference books used by the writer as well as six supplements reviewing the writer's tests, measurements and questionnaires are given at the end of the dissertation.

MENTAL MEASUREMENTS

106. Abu 'Ouf, Farouk Ibrahim 'Abdul Rahman, "Mada Salahiyyat Ikhtibar Buqa' Al-Hibr Li-Roreschach Li-Qiyas Al-Ibtikar", (To What Extent is Roreschach's Ink-Blot Test Suitable for Measuring Creativeness?), Cairo, Faculty of Education, 'Ain Shams University, 1976, 241 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of Ph.D. in education.

Following an introduction in which the writer presented the problem under discussion and stressed its importance, he tackled his subject in five chapters.

The first chapter defined creative thinking and indicated its factors, giving an interpretation and analogy thereof.

Chapter 2 indicates the scope of Roreschach's test and the method of conducting it.

In chapter 3, the writer reviewed the earlier writings dealing with the subject of his dissertation, while the fourth chapter explained the writer's method, procedures, questionnaires, basic studies and test applications.

The fifth and last chapter contains a statistical analysis of Roreschach's results and a discussion of these findings. A summary of the research is included in the same chapter in addition to suggestions for future research.

In conclusion, the writer listed his reference material and appended his tests and statistical surveys.

107. Ghonema, Mohamed Metwalli Ahmed, "Taqnin Ikhtibar Rasm Al-Rajul Bil-Nisbah Li-Talameez Al-Marhalah Al-Ibtidaiyyah fi Misr", (Application of the Draw-a-Person Test to Pupils in the Primary Stage in Egypt), Cairo, Faculty of Education, 'Ain Shams University, 1976. 222 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

This dissertation consists of six chapters, the first of which sets forth the issue under discussion and underlines its importance.

Chapter 2 sets the theoretical framework of the research while the third chapter reviews earlier research in Arabic and foreign languages dealing with the same subject.

Chapter 4 reviews the method of testing and ancillary procedures, including the selection of a sample, the instructions for carrying out the test and the reliability and accuracy of the measurement.

The fifth chapter contains the results of the testing which are discussed and analysed in chapter 6.

The writer's recommendations and suggestions for future research are contained in the same sixth chapter.

A bibliographical list and a set of appendices containing the tests applied by the writer and the statistical tables reflecting the results are appended to the dissertation.

NURSERIES

108. Abdul Nabi, Soad Bassiuni, "Dirasah Muqaranah Li-Mushkilat Al-Ta'lim fi Marhalat Ma Qabl Al-Ta'lim Al-Ibtidaei fi Jumhuriyyat Misr Al-'Arabiyyah Wa-Ba'd Al-Duwal", (A Comparative Study of the Problems of Education in the Pre-Primary Educational Stage in the Arab Republic of Egypt and in Some Countries), Cairo, Faculty of Education, 'Ain Shams University, 1976. 388 pages + appendices.

- Dissertation submitted to the Department of Comparative Education and Educational Administration for obtaining the degree of M.A. in Education.

Introducing her dissertation, the writer explained the topic chosen by her, showed its significance and described the aims of her research, its method and plan.

The text of this dissertation falls into six chapters.

Chapter 1 deals with the pre-primary educational stage in the Arab Republic of Egypt, its aims, administration, organization, efforts exerted by the Ministry of Social Affairs to promote it, aims of nurseries and their set up. The problems encountered in this stage are also discussed in the first chapter.

The field study conducted by the author on the problems of pre-primary education is described in chapter 2. Here, the author describes her tools and the questionnaire carried by her, mentioning its results.

Chapters 3 and 4 are concerned with pre-primary education in the United States and the Soviet Union, while chapter 5 presents a comparative study of pre-primary education in the Arab Republic of Egypt, the United States and the Soviet Union.

The sixth chapter sets forth the suggestions advanced by the author for the development of the pre-primary educational stage in the Arab Republic of Egypt.

A list of Arabic and foreign references consulted by the author is appended to the dissertation in addition to appendices containing the questionnaire conducted in connection with this research.

ORGANIZATION OF RESEARCH

109. El-Sherif, Abdul Azim, "Al-Bahth Al-'Amali Wa-Ta'athuruh fi Misr", (Practical Research Stumbling in Egypt), "Al-Ahram" newspaper, 102nd year, Issue No. 32821, (October 20, 1976), p. 3.

Following an introduction on how lack of planning led to the lagging behind of scientific research in Egypt, the writer defined the concept of scientific research, described its aims, explained its methods and underlined the obstacles currently hindering scientific research in Egypt.

Among the deficiencies enumerated by the writer are the lack of comprehension of the true characteristics of scientific research, shortage of scientific reference books and lenience of examination committees in assessing the true value of any research conducted.

Pointing to the methods of solving the foregoing problems, the writer stressed the need for determining the type of research needed on a national level, calling for the constitution of a committee for university research work to approve and devise methods of financing research work.

ORIENTATION AND INSPECTION

110. Hamdan, Mustafa Mahmoud, "Al-Tawjih Al-Madrasi Risalah Wa-Fann", (Scholastic Orientation, a Mission and an Art), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8330, (October 18, 1976), p. 5.

Following a definition of technical guidance and an indication of its educational value, the writer drew a picture of school inspectors in the past showing how inspection reflected on education.

The writer went on to enumerate some of the shortcomings of technical inspection, saying that their removal would contribute to the success of the educational process.

Comparing section-inspectors in towns with those in villages, the writer pointed to the number of schools supervised by each inspector, saying that supervision of a large number of schools in rural areas would result in a very weak standard of supervision over any of the subjects taught in rural schools. In particular, the writer mentioned that some school activities, such as school journalism, libraries and civics, receive no attention from inspectors. He, therefore, suggested that assistants should be named to help inspectors in performing their duties. Regarding the housing problem in towns and villages, the writer suggested that the branches of the teachers associations build housing complexes for inspectors. He also suggested that no promotion to the job of inspector should be decided unless due consideration has been given to experience.

OUTSTANDING STUDENTS

111. Ismail, Nabih Ibrahim, "Dirasah Lil-'Ilaqah bayna Al-Tafawwuq Al-'Aqli wa-ba'd Al-Qiyam Al-Shakhsiyyah Wal-Ijtima'iyyah", (A Study of the Relationship between Mental Superiority and some Personal and Social Values), Cairo, Faculty of Education, 'Ain Shams University, 1976. 137 pages.

- Dissertation submitted to the Department of Mental Health of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

Following an introduction in which the writer reviewed his topic and outlined its major points, he divided the text of the dissertation into five chapters.

The first of these chapters indicates the aims contemplated by the writer, stresses the importance of the research, defines the terms used in it and sets forth the writer's assumptions.

Chapter 2 deals with the basic concepts of mental superiority and values and reviews earlier research conducted in this field.

In the third chapter, the writer reviewed the tools and samples used in his research as well as the method followed by him.

The results obtained from this study are set forth and analysed in the fourth chapter, while the writer's suggestions, recommendations and outline of the research are contained in the fifth and last chapter.

A list of Arabic and foreign reference material is given at the end of the dissertation.

PHILOSOPHY OF EDUCATION

112. Ali, Said Ismail, "Al-Ittijah Al-Takamuli Fil-Fikr Al-Tarbawi Fi Misr", (The Integrative Trend in Contemporary Educational Philosophy in Egypt", in: Ali, Said Ismail, (Editor), "Al-Kitab Al-Sanawi Fil Tarbiyah Wa-'Ilm Al-Nafs", (Year Book of Education and Psychology), Vol. III, Cairo, Dar Al-Thaqafah Lil-Tiba'ah Wal-Nashr, 1976, pp. 178-226.

Following an introduction in which the writer said that the individualistic approach on the part of (foreign) scholars has hindered them from reaching a conclusive opinion on the problems of their age, he showed the difference between these scholars and Egyptian thinkers who adopted an integrative approach to the problems of their age.

Explaining the issues which occupied Egyptian educational thought over the ages and which prove its integrative trend, the writer dwelt at length upon the following subjects: the individual and the society, centralization and de-centralization, heredity and environment, religious education and secular education, means and ends and quality and quantity.

The writer then explained the reasons for such an integrative trend, giving geographical, philosophical, social and sociological interpretations thereof.

113. El-Nouri, Abdul Ghani, "Nahwa Falsafah 'Arabiyyah Lil-Tarbiyah", (Towards an Arab Philosophy of Education), by Abdul Ghani El-Nouri and Abdul Ghani Abboud, Dar Al-Fikr Al-Arabi, 1976, 389 pages.

As mentioned in its introduction, this book deals with the following topics: the comparative curriculum, problems connected with the philosophy of education, educational curricula and educational or school administration.

Part 1 of the three parts comprising this book deals with the core of this research work and shows the relationship between the philosophy of education and the society in which such philosophy prevails, with an explanation of this kind of relationship in ancient, contemporary, religious, secular, democratic, dictatorial, traditional, revolutionary, advanced and backward societies.

The second part deals with the principles of education, expounding on the philosophical, cultural and psychological principles.

In the third and last part, the writer explains the aim of this research as it applies to the Arab society, indicating the importance of developing an Arab philosophy of education consistent with the circumstances, both as to time and place of the Arab nation today, all within the framework of an Islamic ideology.

The book ends with a bibliographical list of Arabic and foreign reference books.

PHYSICAL EDUCATION

114. A.R.E., Ministry of Education, Directorate-General for Physical Education, "Al-Nashrah Al-Tanfiziyyah Li-Mashrou' Al-Aqsam Al-Makhsusah", (Circular on the Implementation of the Project of Special Sections), Cairo, 1976, 5 pages. (Circular No. 7).

This Circular sets forth the procedures for implementing the project of special sections in preparatory and primary schools (for boys and girls). Following a description of the aims contemplated by this project, the Circular explained the stages of implementation throughout the Governorates of the Arab Republic of Egypt and pointed to the considerations to be taken into account at the time of implementation.

Teams selected for this purpose are subjected to training, as explained in the Circular, which elaborated on describing parade uniforms, transportation and nutrition facilities provided to teams, tools needed and playgrounds.

The Circular explained how this project would be centrally evaluated, not failing to mention the remunerations paid to all participants, whether on a local or a central level.

Some remarks are contained about the selection of the appropriate parades and the procedure for reporting all activities to the Directorate-General for Physical Education.

PSYCHOLOGICAL TRENDS

115. Al-Zatahri, El-Sayyed Abdul-Razek Abdul-Wahhab, "Dirasah 'an b'ad Al-'Awamil Al-Nafsiyyah allati Takmun Waraa Al-Ittijahat Al-Ijtima'iyyah Lil-Mubsireen nahwa Al-'Umian", (A Study of Certain Psychological Factors behind the Social Approach of those Endowed with Eyesight towards the Blind), Cairo, Faculty of Education, 'Ain Shams University, 1976. 147 pages + appendices.

- Dissertation submitted to the Department of Mental Health of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

Following an introduction on the academic value of this research, the writer presented the text of his work in five chapters.

Chapter 1 defines the purpose of the research, sets forth its assumptions and lists the terms used in it.

The second chapter contains a review of the previous studies conducted on this subject, whether in Egypt or abroad, while chapter 3 describes the writer's sample, tools, experimental steps and statistical method.

A clinical study is contained in the fourth chapter which underlines the necessity of such study and examines a number of clinical cases.

The writer's conclusions and interpretations are set forth in the fifth and last chapter.

Arabic and foreign reference books used by the writer are listed at the end of the dissertation. Also appended to the thesis are a number of appendices including the social, economic and cultural standard questionnaire, the measurement of the social approach of those who see towards those deprived of eyesight and the test of hidden needs (partial instincts).

PREPARATORY SCHOOLS

Creativeness

116. Mahmoud, Ibrahim Waguih, "Numuw Al-Tafkir Al-Naqid khilal Marhalat Al-Dirasah Al-I'dadiyyah Wal-Thanawiyyah", (Development of the Critical Thinking during the Preparatory and Secondary Stages of Education), "Sahifat Al-Tarbiyah", (Magazine of Education), 28th year, Issue No. 4, (October 1976), pp. 16-22.

The writer began his article with a review of the earlier research on student's ability to think logically and critically.

After explaining the aim of this article, the writer described the sample chosen in his research.

Adopting the Watson test as a method of research, the writer explained and interpreted the findings of his research.

Four tables are included in the article.

The first table shows the number of classes in the preparatory and secondary stages of education in Egypt and the average age in each class as represented in the selected sample.

The second table shows the coefficient of the reliability test utilized in the research (Watson Test), while the third table shows the averages and scale deviation in students grades in classes. The fourth and last table shows the average of grades in classes and explains their statistical significance.

Curricula Development

117. A.R.E., Legislations, Laws and Regulations. "Circular No. 174 Dated December 15, 1976 in Connection with Employing School Curricula in Acquainting Pupils in the Preparatory Stage with Family Planning and Population Matters", Cairo, Cabinet of the Under-Secretary for Preparatory and Secondary Education, Ministry of Education, 1976. 6 stencil pages.

After enumerating the teaching methods whereby school curricula could be employed in acquainting pupils in the preparatory stage with family planning and population matters, the Circular pointed to the model lessons dealing with such subjects and contained in the Teacher's Guide.

School activities instrumental in this respect are listed in the Circular. They include discussion panels, lectures, posted school magazines, school broadcasts and posters.

The Circular further mentioned how school subjects taught in the first three years of the preparatory stage contribute in this respect, explaining in detail the role played by religious education, Arabic, art education, Civics, mathematics, sciences and home economics.

PRIMARY EDUCATION (SCHOOLS)

Development of

118. Farag, Aleyya Ali, "Takween Al-Ittijahat Al-Salimah nahwa Al-'Amal fil-Marhalah Al-Ibtidaiyyah; Dirasah Mukaranah", (Formulation of Healthy Approaches to Educational Work in the Primary Stage; A Comparative Study), "Sahifat Al-Tarbiyah", (Magazine of Education), 28th year, Issue No. 4, (October 1976), pp. 64-80.

In her introduction, the writer explained how expansion in non-productive theoretical education in developing countries has resulted in a wider gap between developing and developed countries.

The writer went on to review the proportions of this problem in some developing countries, with special emphasis on Egypt saying that the unbalanced educational system in Egypt has given rise to a serious problem of unemployment among university graduates.

Explaining the role of primary education as an effective means in economic development, especially in the rural sector, the writer showed how primary education could be channelled to contribute towards the country's overall development and, specifically, towards rural development.

In this connection, the writer cited examples of the policies adopted in the United States, the Soviet Union and Tanzania.

Concluding her article, she explained the method whereby the very nature of the primary stage of education in Egypt may be so altered as to serve more effectively the economic development process, emphasizing the need for combining theory and practice in education, showing more attention to rural education, ensuring that any general knowledge propagated contributes towards the formulation of attitudes and skills and, lastly, directing more attention to the making of a good teacher.

Problems of

119. El-Sawi, Mohamed Waguih Zaki, "Dirasah Maidaniyyah Li-Asbab Insiraf Al-Talameez 'an Al-Ta'lim Al-Ibtidaei fi Qaryat Samadoun, Menoufiyyah; Dirasat Halah", (A Field Study of the Causes for Pupils' Desertion of Primary Education in the Village of Samadoun, Menoufiyyah; A Case Study), Cairo, Faculty of Education, Al-Azhar University, 1976. 105 pages + supplements.

- Dissertation submitted to the Department of Comparative Education and Islamic Educational Heritage of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in Education.

Following an introduction in which the writer presented his research and indicated its significance in determining the procedures for solving educational problems, he divided his text into five chapters and supplements.

In the first chapter, the writer dealt with the primary school and its role in educating the people, explaining the reasons behind expanding primary education on a popular level and showing the aims and importance of the primary stage.

Chapter 2 deals with the phenomenon of school desertion in the primary stage which implies and involves waste. It also deals with the causes of infiltration from schools.

The third chapter is concerned with the village of Samadoun in which this research was conducted. The writer mentioned the necessary information about its location, area, social habits, economic activities and services.

Causes for desertion of primary schools in the village are listed in chapter 4. They include causes for refusal to enrol in the village's primary school and causes for infiltration of pupils already enrolled in schools, dropping out their studies.

The fifth and last chapter contains some remarks and recommendations on the educational situation of the village.

A bibliographical list of the Arabic and foreign references used by the writer is appended to the dissertation together with supplements containing the questionnaire sheet prepared and used by the writer.

Reading

120. El-'Allaf, Mohamed Abdul 'Aziz 'Attiyyah, "Dirasah li-ba'd Al-'Awamil Al-Nafsiyyah Wal-Ijtima'iyyah Al-Murtabitah bi-kullin min Al-Ta'akhur Wal-Tafawuq fil-Qira'ah Bil-Madrasah Al-Ibtidaiyyah", (A Study of some of the Psychological and Social Factors Connected with Retardation and Excellence in Reading in Primary Schools), Cairo, Faculty of Education, Al-Azhar University, 1976. 228 pages + supplements.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in Education.

This dissertation falls into seven chapters and eleven supplements.

Chapter 1 states the problem under discussion and shows its significance and scope.

The second chapter explains the theoretical framework of the subject, dealing with reading, intelligence, personality, adaptation and social factors.

Chapter 3 reviews the earlier research conducted on the same subject in Arabic and foreign languages, while the fourth chapter sets forth the method, sample, tools and procedures of the research and its statistical aspects.

The fifth chapter deals with silent reading, indicating the basic skills required in such reading and the methods of its evaluation.

In chapter 6, the writer analyses his findings and interprets them, while the seventh chapter contains the writer's own applied research and the issues brought up by this dissertation.

A list of Arabic and foreign references consulted by the writer is appended to the dissertation along with eleven supplements containing copies of the tests conducted by the author as adapted to suit the Egyptian environment.

Religious Education

121. Fayed, Abdul Salam Ibrahim Hassan, "Tatawwur Al-Ta'lim Al-Ibtidaei Al-Azhari fi Misr 1908-1974", (Evolution of the Azhari Primary Education in Egypt 1908-1974), Cairo, Faculty of Education, Al-Azhar University, 1976. 165 pages + supplements.

- Dissertation submitted to the Department of Comparative Education and Islamic Heritage of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in education.

In his introduction, the writer mentioned that the legislations enacted to organize Azhari education during the period 1908 through 1936 have resulted in a duality of education in Egypt (i.e. Azhari education and general education). He also stressed the importance of primary education in building up good citizens.

The text of the dissertation falls into five chapters.

Chapter 1 reviews the conditions of Al-Azhar University prior to 1908, while the second chapter deals with the preliminary stage of Azhari education and the system of study in Al-Azhar during the period 1908-1930.

Chapter 3 is concerned with the evolution of Azhari primary education between 1930 and 1960, while the fourth chapter deals with the present conditions of primary education in Al-Azhar.

The fifth and last chapter reviews the writer's findings and recommendations.

In a number of supplements appended to the dissertation, the writer reviewed the educational plans of primary education in Al-Azhar throughout its development stages and gave statistical tables showing the number and distribution of Azhari institutes and the number of pupils enrolled in them throughout the various stages of primary education.

Also appended to the dissertation is a bibliographical list of Arabic and foreign references consulted by the writer.

Sciences, Teaching of

122. Tantawi, Ahmed Mahmoud, "Dalil Al-Mu'allim fil-Mushahadat Al-Musawwarah Lil-Saff Al-Awwal Al-Ibtidaei", (A Teacher's Guide to Illustrated Nature Study for the First Year Primary), by Ahmed Mahmoud Tantawi, Sami Ibrahim Zeitoun and Hassan Kamel El-Rifaei, Cairo, Ministry of Education, 1976, 49 pages.

Following a review of the curriculum of nature and community study for pupils in the first-year primary, the authors divided their Guide into three units.

The first unit is devoted to the manner in which a child safeguards his health. This unit branches into two sections, one dealing with care for bodily cleanliness and the other with care for nutrition.

The second and third units deal with animals and plants. In each of these units, the writers explained what is required from the teacher before teaching the lesson and what discussion he should conduct with his pupils. They explained how a text book is used and described the activities involved in teaching each respective subject.

The book ends with a section on evaluation in which a definition is given of the concept of evaluation and the various methods of evaluation are explained which include completion tests, arranging words into sentence tests, multiple-choice tests, true-false tests, opposites tests and observation tests.

123. El-'Ezabi, Madiha Mohamed, "Dirasah Li-ba'd Al-Mutaghayyerat Al-Murtabitah Bi-Taqabbul Al-Zat Wal-Tahseel Al-Dirasi lada Talameez Al-Marhalah Al-Ibtidaiyyah", (A Study of some Variables Connected with Self-Acceptance and Scholastic Accomplishment among Pupils in the Primary Stage), Cairo, Faculty of Education, 'Ain Shams University, 1976. 190 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

This dissertation is divided into five chapters, the first of which sets forth the problem at hand, underlines its importance and explains the aim of the present study. The terms used in the dissertation are defined and explained as well as the writer's hypotheses and assumptions.

The second chapter presents the theoretical framework of the dissertation and reviews the previous studies written on the same subject.

Chapter 3 explains the method of research, the tools adopted, the questionnaire, the sample and its characteristics and the tests as applied by the author.

In the fourth chapter, the writer analysed the results obtained and interpreted them.

The fifth and last chapter contains a summary of the research as well as some educational applications based on it. Problems cropping from this research are also given for the benefit of future writers.

The references consulted by the author, whether in Arabic or in foreign languages are listed at the end of the thesis. A number of appendices, containing the tests carried out by the writer and their pertinent instructions, are also appended to the research.

124. Mursi, Farouk Abdul Fattah Ali, Al-'Ilaqah beyna Simat Shakhsiyyat Al-Mu'allim Wal-Tahseel Al-Dirasi Lil-Talameez fil-Marhalah Al-Ibtidaiyyah", (The Relation between the Teacher's Personality Traits and the Scholastic Accomplishment of Pupils in the Primary Stage), Cairo, Faculty of Education, 'Ain Shams University, 1976. 140 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in education.

Six chapters are contained in this dissertation, the first of which states the topic under discussion and indicates its importance.

Chapter 2 deals with personality traits and explains the meaning and evolution of this concept.

The third chapter reviews the studies written on the same subject in the past, while the fourth chapter describes the writer's tools and the samples chosen among women teachers and students for replying to the questionnaire and subjecting to the accomplishment test. He further mentioned the procedures used in carrying out the field survey and in statistically treating the results obtained from the research.

Chapter 5 sets forth the results which are discussed and analysed in the following chapter. Some educational applications are described for the benefit of the readers and suggestions are advanced for topics worthy of subsequent research.

The writers biographical list and the appendices containing the questionnaire and accomplishment test used in the field research are appended to the dissertation.

Teachers

125. Agha, Kazem Wali, "Qiyas Al-Sifat Al-Shakhsiyyah Al-Lazim Tawafuruha lada Mu'allimi Al-Marhalah Al-Ibtidaiyyah Wa-'Ilaqat zalik Bi-Najahihim Al-Mihni", (Measurement of Personal Characteristics Required in the Primary Stage Teachers as they Relate to their Success in the Profession), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 162 pages + appendices.

- Dissertation submitted to Department of Psychology of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in education.

This dissertation consists of four chapters.

Chapter 1 states the issue under discussion, indicates its importance and reviews the main concepts utilized in the research.

The second chapter reviewed past research on the personal characteristics required to ensure the success of primary school teachers in their career.

Chapter 3 is concerned with the technicalities of the research, including the writer's assumptions, the sample and its characteristics and the tools.

The fourth chapter deals with the measurements of personal, temperamental and character traits. It describes the special forms for the teacher's conduct and explains how these forms are used in the research to collect the necessary data and treat them statistically.

Following an analysis of the results compiled by the writer, a number of recommendations and suggestions were given.

Thirteen appendices containing the necessary forms and measurements used by the writer in his research as well as a list of Arabic and foreign reference books consulted by the author are appended to the thesis.

PRIVATE TUTORING

126. El-Sharkawi, Samir Abdul Kader, "Al-Hulul Al-Jazriyyah Lil-Durus Al-Khususiyyah", (Radical Solutions for Private Tutoring), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8381, (December 8, 1976), p. 5.

After explaining the overtaxing effect of private tutoring on the family budget, the writer said that this problem is widely spread in the entire society. He pointed to the duty of the information media, the Ministry of Education and schools towards confronting this problem which has its bearing on education and on teachers.

To overcome this problem, the writer urged the information media to select for their educational programs on the radio and television times which are suitable to pupils. He called for qualifying teachers in teacher training colleges, developing text books, exercising more control by school principals and inspectors on teachers' performance and holding bi-weekly panels to discuss problems of students.

127. El-Gohari, Abdul Khalek Ibrahim, "Al-Damir Wa-Majjaniyyat Al-Ta'lim", (Conscience and Free Education), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8384, (December 11, 1976), p. 5.

At the beginning of his article, the writer took an emphatic position towards private tutoring, saying a decisive solution must be found to this problem which has become widespread in schools and universities and which reflects adversely on free education and the principle of equal opportunities among students.

The writer went on to talk on the role of the teacher himself in private tutoring, saying that the reasons for the emergence of this problem include students crowdedness in classes, lengthy school curricula, student's recklessness and cut-throat competition among students to obtain high total grades in public examinations.

PSYCHOLOGY, TEACHING OF IN INDUSTRIAL SCHOOLS

128. A.R.E., Legislations, Laws and Regulations. "Circular No. 125 of October 3, 1976, in Connection with the Guidelines for the Teaching of Psychology in Schools of Technical Education", Cairo, Cabinet of the Undersecretary for Technical Education, Ministry of Education, 1976. 2 stencil pages.

The material contained in this Circular is spread over three sections.

Section 1 deals with the technical employment of psychology in industrial schools and indicates the role of psychology teachers in guiding students to select majors consistent with their abilities and aptitudes. The section also indicates the role of teachers in tightening the links between the technical school and the community, and in acquainting students with principles of industrial safety.

The second section contains general directions on the teaching of school subjects, the manner in which the academic material contained in text books could be simplified and the considerations observed at the time of preparation of lessons.

Section 3 of the Circular deals with activities connected with the teaching of psychology with special emphasis on field visits, research work, tests, preparation of demonstration boards, display of films and recordings.

RELIGIOUS EDUCATION

129. Awad, Mohamed Metwalli, "Madrasat Al-Masjid Wa-Masjid Al-Madrasah", (The Mosque's School and the School's Mosque), "Al-Ahram" newspaper, 102nd year, Issue No. 32837, (November 5, 1976), p. 11.

Commenting on a phenomenon noticed by the writer in a Cairo mosque where some young men were teaching pupils how to pray and memorize the Holy Quraan, the writer related the role of religious education in bringing about rulers and leaders during Islam's glorious eras. He added that schools in mosques should be revived in order to perform their important educational mission.

After describing the present miserable condition of school mosques and showing how this state of affairs reflects on the conduct of pupils, the writer concluding his article saying that more attention should be given to religious curricula and schools in mosques should be revived and re-occupy their one-time important position in the society.

130. El-Fiki, Mohamed Kamel, "Al-Azhar... Laysa Milkan Li Ahad", (Al-Azhar is not the Property of Any One), "Al-Akhbar" newspaper, 25th year, Issue No. 7637, (December 8, 1976), p. 5.

Following a review of the conditions prevalent in religious institutes in the past and their impact on the nationalist role played by their graduates upon obtaining their diplomas, the writer commented on the present conditions in Al-Azhar's institutes, showing how the standard of education and of graduates has been affected by the admission of failing students into primary and preparatory certificate examinations into these institutes.

After refuting all arguments made by the responsible officers in Al-Azhar regarding this phenomenon, the writer mentioned ways and means whereby promising students may be attracted to join Al-Azhar's institutes, pointing to the role of the State in this respect.

In conclusion, the writer urged Al-Azhar to go back to its original mission, that of promoting knowledge, religion and patriotism.

131. El'Eryan, Galal, "A'idou Lil-Azhar Istaqlalahu", (Give Back to Al-Azhar its Independence), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8387, (December 14, 1976), p. 5.

After relating the history of Al-Azhar University since its foundation and describing its religious, political and social role, the writer added that Al-Azhar always struggled against imperialism throughout the ages.

The writer went on to talk on the institutes of Al-Azhar and the courses taught therein, showing how successful and prosperous they have been in the past.

Dealing with the Law whereby education in Al-Azhar was developed, the writer showed how this Law has affected Al-Azhar's progress as a religious institution, saying that its institutes are now open for enrollment from the general primary and secondary education and are not restricted to Al-Azhar students, with the net result that all standards of curricula have gone down in order to suit this type of students.

The writer added that this "development" has led to the failure of Azhari education and did not convince parents to enrol their children in Azhari institutes.

Concluding his article, he advanced a number of suggestions aimed at promoting Azhari education and encouraging pupils to join Al-Azhar. Special emphasis was laid on the restoration by Al-Azhar of its full independence and the abolition of the Law designed to develop Al-Azhar.

132. El-Tawi, Sahar Abdul Kader, "Muhawalah fi Mahw Al-'Ummiyyah Al-Diniyyah", (An Attempt to Eradicate Religious Illiteracy), "Al-Ra'ied" magazine of teachers, 21st year, Issue No. 4, (December 1976), p. 44.

The writer reported in her article on an experiment she undertook to eradicate religious illiteracy among members of the Young Women Muslim Association in Cairo.

Following a description of the method adopted in carrying out this experiment and an indication as to the age group, registration procedure and text books required, the writer explained how the girls selected were taught.

Factors contributing to the success of this experiment include out-door lessons taught in mosques and public gardens rather than classrooms, picnics designed to acquaint girls with Muslim religious sites and material incentives.

SCHOLARSHIPS

133. El-Sebaei, Labib, "Al-Istiqrar Al-Mafqud fi Siyasat Al-Bi'thaat; Qadiyyah Jami'iyyah", (The Missing Stability in the Policy of Scholarships; a University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 512, (December 15, 1976), pp. 46-48.

Following an introduction in which the writer expressed the opinion that a clear policy of education should be formulated, he related the 4-year plan for sending university demonstrators on scholarships to foreign universities, saying that the last stage of this plan met with difficulties.

Reviewing the advantages and disadvantages of sending faculty members to foreign countries for post-graduate studies, the writer said that certain conditions should be provided in Egypt to ensure the successful qualification of faculty locally. In this respect, he mentioned the plans for establishing a special university for higher studies and emphasized the need for providing all possibilities conducive to its success. Any expansion in post-graduate studies abroad should not be made at the expense of higher education in Egypt, he added. To substantiate his views, he drew a comparison between the practice in Egypt and in foreign countries, showing how university education would be seriously jeopardized if the phenomenon of academic qualification abroad perpetuates.

Concluding his article, the writer said that until higher studies in Egyptian universities have been expanded, scholars will have to be sent abroad.

SCHOOL ADMINISTRATION AND ORGANIZATION

134. Saif Al-Nasr, Riyad, "Qarar Jari' Li-Wazir Al-Ta'lim Wa-lakin", (A Bold Decision by the Minister of Education, But...), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8367, (November 24, 1976), p. 5.

At the beginning of his article, the writer attempted to explain the decision adopted by the Minister of Education whereby students were invited to give their opinion on the schedule of the General Secondary examination in the light of dividing secondary education into three branches.

The writer added some comments for ensuring the successful implementation of the Minister's decision.

In this connection, he underlined the need for providing adequate guarantees which would ensure that the desires expressed by students are fulfilled.

He mentioned as well some problems which require solicitation of students' views as a prerequisite for finding proper solution for them.

The writer advocated a suggestion calling for putting the student's views to public discussion in order to ensure that the outcome of such discussion would be seriously put into effect.

SCHOOL AND SOCIETY

135. "Dawr Al-Madrasah fil-Tanmiyah Al-Fikriyyah", (School's Role in the Intellectual Development), Editorial, "Al-Ahram" newspaper, 102nd year, Issue No. 32878, (December 16, 1976), p. 3.

Following an indication of the role of the family, the school and religious and social institutions in education, with special emphasis on the integration of such role, the writer explained the educational mission of schools in developing a creative and intellectual energy, promoting talent and preparing young men to go out to practical life.

In this connection, the writer emphasized the need for adequate curricula, sports activities, nutrition, health and cleanliness.

SCHOOL LIBRARIES

136. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 124 Dated October 14, 1976 in Connection with the Guidelines for Library Service in Schools Throughout the Various Stages of Education during the School Year 1976/77", Cairo Administration of School Libraries, Directorate-General for Educational Activities, Ministry of Education, 1976. 5 stencil pages.

The Circular begins with a preamble which explains the importance of the school library and stresses the need for strict observance of the instructions contained in the Circular to ensure that the school library performs its mission.

The Circular is then divided into two parts:

Part 1 describes the role of school library machinery in the various Educational Directorates in all matters dealing with books and reference material. It sets the rules for the appointment and training of new librarians, provision and maintenance of library equipment, carrying out library activities and keeping record of the pertinent statistics and ensuring that libraries play their role in serving the community.

Part 2 contains directives to school librarians on how to aquaint pupils with the library and generate their interest in this institution. It explains the manner in which the library service program as taught in men and women teacher training institutes is carried out. Likewise, it describes methods of encouraging readership and specifies the role of teachers in complying with the instructions of the Library Committee and in supplying the library with periodicals, bulletins and educational aids.

137. Rashwan, H assan Abdul Hamid Ahmed, "Al-Maktabah Al-Madrasiyyah Tafqid Al-Wazifah", (The School Library Loses its Function), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8372, (November 29, 1976), p. 5.

To begin his article, the writer showed the importance of the librarian's job, emphasizing its educational and orientative role with regard to pupils in all school levels, university students and teachers and professors.

After referring to some of the problems encountered by librarians and inducing many of them to look for other more promising jobs, the writer made some suggestions designed to overcome these problems. These suggestions call for the development of a library system whereby a gradual salary scale is introduced to open opportunities of promotion before librarians and to avail them of educational opportunities enabling them to obtain the Diploma of Documentation and Libraries, provided these post-graduate studies are not concentrated in Cairo.

Duties of

138. Kazem, Medhat, "Dawr Al-Maktabah fi Tanshiat Al-Talameez Tanshiatan Qawmiyyah", (The Library's Role in the National Indoctrination of Pupils), "Sahifat Al-Maktabah", (Library Magazine), Vol 8, Issue No. 3, (October 1976), pp. 9-16.

At the beginning of his article, the writer discussed the role of the school as an educational institution responsible for the upbringing of pupils. He pointed to the function of library service in promoting the school's mission, stressing its importance to the educational process, whether for pupils or teachers.

Analysing the effect of readership and knowledge on the development of one's personality, he said that readership is influential in formulating systematic thinking and in setting-up ideals and values.

The writer further showed the interrelationships between national and religious education on the one hand and books, reading and libraries on the other, explaining the aims of nationalistic education and showing its bearing on the country's social development, showing, as well, the bearing of religious education on man's behavior.

After relating certain passive aspects of library work in schools, the writer concluded his article with a review of a program whereby the role of the library and books in nationalistic education may be bolstered.

SCHOOL THEATER

139. Fathallah, Sanna, "Muatamar Al-Masrah Wal-Masrah Al-Madrasi", (The Theatrical Conference and School Theaters), "Al-Akhbar" newspaper, 25th year, Issue No. 7593, (October 18, 1976), p. 12.

At the outset of her article, the writer supported the call for an intensive discussion of the problem of school theaters in the enlarged theatrical conference due to be held, adding that any recommendations adopted should be put into effect.

Explaining the importance of school theaters, the writer said that the incorporation of dramatics into curricula in primary and preparatory schools would be beneficial not only to pupils but also to village and child theaters.

After listing subjects which could be taught in classes of dramatics, the writer said that school theaters represent a liberal arts activity and, as such, should be enthusiastically supported by the people responsible for them.

Concluding her article, the writer said that dramatics serve as a practical demonstration and dramatization of school subjects and help pupils improve their language and phonetics and develop their spirit of creativeness.

140. Fathallah, Sanaa, "Al-Masrah Al-Madrasi Wal-Qarar Al-Wizari No. 160", (The School Theater and the Ministerial Resolution No. 160), "Al-Akhbar" newspaper, 25th year, Issue No. 7605, (November 2, 1976), p. 12.

Contesting the very principle of promoting school theater personnel to the rank of Directors-General pursuant to the Resolution No. 160 of 1976 issued by the Minister of Education at a time when more than 90% of Egyptian Schools have no school theaters, the writer showed how this Resolution would reflect on the promotion of school theaters.

The writer went on to say that a responsible officer of the Ministry of Education has formulated a working paper whereby school theaters would be incorporated in the school curriculum, adding that the central machinery which supervises dramatic education should be consolidated, a machinery for planning, directing and supervising dramatics should be established, civics should be so developed as to identify themselves completely with dramatic education and leaders in the field of dramatics should be trained.

Concluding her article, the writer called upon the competent agencies of the Ministry of Education to collaborate with the Ministry of Culture and the National Council of Education for carrying out the recommendations contained in the working paper.

SECONDARY EDUCATION

Development of

141. "Al-Nizam Al-Jadid Fil-Thanawiyyah Al-'Aammah", (The New System in General Secondary Education Examination), "Sahifat Al-Maktabah", (Library Magazine), Vol. 8, Issue No. 3, (October 1976), pp. 54-57.

Following a statement on the aims of general education and the cultural role it plays, the article described the main characteristics and trends of education in the pre-university period of preparation and orientation which emphasizes general cultural subjects.

The article went on to review the studies conducted by the Ministry of Education in the light of the foregoing trends, saying that these studies culminated in the issuance of Ministerial Decree whereby the system of education in the third year of the secondary stage would be changed as from the school year 1976/77.

Describing the features of the changes introduced, the article mentioned that those changes are designed to lessen the burden borne by pupils in the scientific branch through dividing the said branch into two sections. This would provide more reasonable opportunities of orientation towards university education and enhance students changes in joining the various faculties of the university.

Military Education - Secondary Schools

142. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 129 Dated October 9, 1976 in Connection with the Teaching of Military Training in Secondary Schools for Boys during the School Year 1976/77", Cairo, Cabinet of the Undersecretary for Preparatory and Secondary Education, Ministry of Education, 1976. 2 stencil pages.

In its preamble, the Circular set forth the reasons calling for its issuance and the aims sought therefrom.

The Circular then reviewed methods of teaching this subject, whether in the external military secondary schools or general secondary schools for boys, setting forth the requirements to be fulfilled in teachers.

It reviewed the curricula and teaching programs and indicated the role of the Ministry in providing text and reference books. It described, as well, the regulations to be applied in military training examinations and the instructions to be observed in this connection.

The last item in the circular is a review of the budgetary regulations governing military training.

Organization of

143. El-Sebaei, Labib, "Nizam Jadid Lil-Thanawiyyah Al-'Aammah Wal-Qabul Bil-Jami'aat; Limaza? Furas Al-Qabul Bil-Jami'aat fil-Nizam Al-Jadid; Qadiyyah Jami'iyyah", (A New System for the General Secondary Examination and Admission into Universities. Why?; Chances of Admission into Universities Under the New System; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 507, (October 1, 1976), pp. 46-48.

Following a review of the statement made by the Minister of Education on the new changes introduced in the secondary education whereby new branches were created and quoting the Minister's opinion on the aims of education in the general cultural stage and in the preparation either for university education or for technical and vocational types of education, the writer mentioned the efforts made by the Ministry of Education and other organizations and bodies culminating in the introduction of these new changes.

The writer then explained the characteristics and features of the new change, showing the chances of admission into the various faculties in the light of the new system of secondary education.

Problems of

144. Al-Lakani, Farouk, "Hatta La Yarsub Ibnuk Fil-Thanawiyyah Al-'Aammah", (In Order that your Son May Not Fail in the General Secondary Examination), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8343, (October 31, 1976), p. 5.

After explaining the phenomenon of the numerous failing students in the General Secondary Certificate examinations, the writer said that this problem is attributable either to the pupil himself or to the family environment or to the school and the educational environment.

Having reviewed each of these causes, the writer proposed solutions which include treatment of student's anxiety, generating interest in the school subjects, re-introduction of the practice of free school meals, placing pupils with audio-visual defects at a short distance from the blackboard, selecting better text books, emphasizing quality rather than quantity, giving practical demonstration of theoretical subjects, enlightening parents on the importance of education, opening the door before pupils wishing to make their homework at school premises and ensuring a more effective role of social workers.

Psychological Guidance - Secondary Schools

145. Ahmed, Mohamed Abul Ela, "Ahamiyyat Al-Tawjih Wal-Irshad Al-Nafsi Fil-Takhtit Al-Bashari Li-Tullab Al-Marhalah Al-Tanawiyyah", (Importance of Psychological Orientation and Guidance in the Human Planning of Secondary Stage Pupils), "Sahifat Al-Maktabah" (Library Magazine), Vol. 8, Issue No. 3, (October 1976), pp. 17-32.

The aims of psychological orientation and guidance in caring for the individual and the society are explained at the beginning of this article, followed by a definition of psychological orientation and guidance and a description of the problems encountered in this respect.

The writer then reviewed the services involved in any program for vocational and educational guidance, relating the detailed information needed for studying an individual at the time of orientation and explaining the methods of psychological guidance and orientation.

Describing the most characteristic features of the clinical method utilized in direct psychological guidance, the writer mentioned the advantages of counselling, defined the role of the psychological guide and enumerated the principles of guidance.

Concluding his article, the writer discussed programs of psychological orientation and guidance in schools and pointed to the role of the school body in the process of psychological orientation and guidance, laying special emphasis on the role of the school principal, the psychological guide or counsellor, the teachers and the social workers.

Pupils - Secondary Schools

146. El-Hattab, Siham Ahmed, "Ba'd Al-Mutaghayyerat Allati Tartibit Bil-Reda 'an Al-Madrasah 'inda Talabat Wa-Talibat Al-Madares Al-Thanawiyyah", (Some Variables Connected with Satisfaction with School among Boys and Girls in Secondary Schools), Cairo, Faculty of Education, 'Ain Shams University, 1976. 141 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

The first of the six chapters comprising this dissertation, states the problem under discussion, shows its importance, reviews the questions for which answers are sought in the dissertation and defines the terms used in the text.

While chapter 2 describes the theoretical framework of the research, chapter 3 reviews the earlier studies devoted to this problem.

The fourth chapter discusses the writer's samples, tools, measures and tests used in this research while the results obtained by the writer are set forth in chapter 5 together with an analysis and interpretation thereof.

The sixth and last chapter contains a summary of the research as well as its practical and educational applications and the issues raised by this research.

In conclusion, a bibliographical list of the Arabic and foreign books consulted by the writer is given in addition to a set of appendices containing the measurements and tests used in this research.

Revision

147. Moussa, Ali Helmi, "Wijhat Nazar fil-Nizam Al-Jadid Li-Shu'ab Al-Thanawiyyah Al-'Aammah", (A Point of View on the New System of Branches in the General Secondary Education), "Al-Akhbar" newspaper, 25th year, Issue No. 7590, (October 14, 1976), p. 5.

As an introduction to his article, the writer reported the outcome of the discussions conducted by the National Council of Education, the Board of Undersecretaries of the Ministry of Education and the Supreme Council of Universities on the revision of the general secondary education syllabus and the introduction of a third branch for mathematics, indicating how this new system would be instrumental in reducing the volume of school subjects which students are required to study.

Problems connected with the application of the new system were reviewed by the writer who cited, as example, the problem of compiling the required grades and the difficulty in selecting one's branch.

For the solution of these problems, the writer suggested that students in the branch of mathematics should be allowed to study an elective subject such as zoology, while those in the branch of sciences should be permitted to study mathematics as an elective course.

After explaining the reasons which justify adoption of this suggestion and the advantages expected from its application, the writer said that the adoption of his suggestions would result in improving the teaching level of some school subjects and facilitate enrollment procedures in university faculties.

Teachers of Physical Education - Secondary Schools

148. Muhanna, Yahya Mohamed Abdu, "Al-Rida 'an Al-'Amal bayna Mudarrisi Al-Tarbiyah Al-Riyadiyyah fil-Marhalah Al-Thanawiyyah Wa-'Ilaqat zalik Bi-ba'd Mutaghayyerat Al-Shakhsiyyah", (Satisfaction with Work among Teachers of Physical Education in the Secondary Stage as it Relates to some Personality Variables), Cairo, Faculty of Education, Al-Azhar University, 1976. 139 pages + supplements.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Al-Azhar University, for obtaining the degree of M.A.

In the first chapter of his dissertation, consisting of seven chapters and eight supplements, the writer presented the subject under discussion, underlined its importance and described his aims and method.

Chapter 2 sets the theoretical framework for the research and studies the various research made on satisfaction with work, indicating the factors influencing satisfaction.

The third chapter reviews earlier research work on this subject.

In his fourth chapter, the writer describes the questionnaire undertaken by him and indicates its aim, sample, applications and results.

The fifth chapter is concerned with the original research. It described the writer's method, sample, tools, procedures and applications. Results obtained by the writer are analysed and interpreted in chapter 6.

Chapter 7 contains a summary of the research, a description of its applications and an indication of other issues which stem from this research.

At the end of the dissertation, the writer listed the reference books in Arabic and foreign languages consulted by him and appended eight supplements containing the questionnaire, interviews and measurements utilized in conducting this research.

SOCIAL SERVICE

149. Abdul Aal, Abdul Halim Reda, "Al-Ta'lim Wal-Khidmah Al-Ijtima'iyyah fi Misr" (Education and Social Service in Egypt), "Sahifat Al-Maktabah", (Library Magazine), Vol. 8, Issue No. 3, (October 1976), pp. 33-41.

At the outset of his article, the writer explained why social service, as a professional practice, started with the field of education in Egypt.

After describing the main fields of social service in the united States, the United Kingdom, India and Peru, the writer showed how educational expansion influenced the activities of social workers in Egypt before the Revolution. The writer went on to explain how the Revolution drove education towards the target of economic development, showing how social service contributes to the formulation of the machinery necessary for economic development and explaining the reasons which made it easy for social service to deal with education.

After reviewing the outcome of adopting education as a basic field for social service in Egypt, the writer enumerated the other fields in which social service made progress.

Concluding his article, he described the role which social service could play in the educational realm so that it would serve the aims of economic development.

SOCIAL UPBRINGING

150. Badr, Ahmed Abdul Latif, "Nahwa Tarbiyat Al-Damir", (Towards Fostering One's Conscience), "Al-Ra'ied" magazine of teachers, 21st year, Issue No. 4, (December 1976), pp. 8-9.

After defining conscience and explaining the relationship between conscience-fostering and character formulation, the writer showed the role of healthy education in this respect.

The writer went on to discuss examinations, showing the defects apparent in their system and how they reflect on the students' psychology and drawing a comparison between the system of examination in Egypt and that in some American schools where students are allowed to take their books with them at the time of examination. Showing how this attitude influences the development of the student's personality, the writer indicated the manner in which this new educational approach may be adopted in Egypt. He also showed how conscience-fostering helps the new generation avoid pitfalls and emphasized the need for conscience-fostering from early childhood.

SPORTS EDUCATION

151. A.R.E., Ministry of Education, Directorate-General for Sports Education, "Al-Khuttah Al-'Aammah Lil-Idarah Lil-'Aam Al-Dirasi 1976/77 Wal-Burnamij Al-Zamani Li-Tanfiziha", (The Directorate's General Plan for the School Year 1976/77 and the Timetable for its Implementation), Cairo, 1976, (numbering of pages is varied).

After stressing the importance of sports education and explaining the manner in which pupils may be enlightened about military education, the document elaborated on the aims and constituents of the plan devised for sports education. A table is given to show the organization and distribution of group and individual games for boys and girls and the sessions of sports in schools and the manner in which they are organized.

The document further explained the projects contemplated for execution during the school year and the time table of championship selections for boys and girls in the three stages (primary, preparatory and secondary).

Girl Guides movement is also dealt with in this document which showed its aims, significance and the methods for carrying out its programs and new projects. A table is given, showing the program for exchange visits between Girl Guide teams.

Moving to boy scouts activities, the document showed its importance and described how boy scouts units are formed. It also dealt with the training programs and training centers designed for training teachers on boy-scouting.

The document ended with a description of the main sports activities and services, permanent camps, training equipment and conferences designed for boy scouts activities.

Guides to

152. A.R.E., Ministry of Education, "Dalil Al-Mu'allim fil-Tarbiyah Al-Riyadiyyah Lil-Sufuf Al-Arba'ah Al-Ula Bil-Marhalah Al-Ibtidaiyyah", (A Teacher's Guide to Physical Education for the First Classes of the Primary Stage), Cairo, 1976, 77 pages.

The purpose of this Guide and its Function in assisting teachers of physical education are set forth in its introduction which also explains the steps taken to prepare its material.

The Guide consists of three parts.

Part 1 deals with physical education in the primary stage, pointing to the characteristics of growth in this stage (from the age of 6 to 8 and from 8 to 10), describing the activities which are most suitable for these characteristics.

The second part is devoted to the preparation of lessons. It indicates the framework of the lessons taught in forms 1 and 2 and also in forms 3 and 4 and explains how lessons are taught in each respective form. Examples of lessons intended for forms 1 and 2 are given.

Part 3 gives examples of games suitable for forms 3 and 4 and describes the instruments needed for these lessons.

STUDENTS

Mental Health of

153. Gharib, Gharib Abdul Fattah, "Dirasat Simat Al-Shakhsiyyah Lil-Tilmiz Al-Muta'alliqah Bi-Mushkilat Al-Ikhlal fil-Fasl", (A Study of Personality Traits in Students Involved in Disturbing Order in Classrooms); Cairo, Faculty of Education, Al-Azhar University, 1976. 188 pages + supplements.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in education.

In an introduction to his dissertation, the writer defined "a classroom" and explained the meaning of disturbing order in classrooms.

The dissertation is subsequently divided into seven chapters and six supplements.

Chapter 1 states the problem under discussion and indicates its significance and hypotheses.

The second chapter explains the theoretical framework of the topic, elaborating on the theories of personality and discipline whether at home or at school.

Chapter 3 reviews earlier research conducted on the same topic, while the fourth chapter contains the author's questionnaire, showing its objectives, samples and results.

The fifth chapter deals with the basic research, its design, method, sample, tools, method of application and implementation.

Chapter six analyses and interprets the finding of the author, while the seventh and last chapter contains educational applications and an outline of the dissertation.

A list of bibliographical references in Arabic and foreign language and six supplements containing copies of the questionnaires and tests used by the author in his research are appended to the dissertation.

Re-admission of

154. A.R.E., Legislations, Laws and Regulations. "Ministerial Resolution No. 217 Dated October 9, 1976 in Connection With the Re-admission of Pupils in the Third Year Preparatory and into Secondary Schools During the School Year 1976/77", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 2 stencil pages.

This Resolution consists of six articles.

Article 1 prescribes the conditions for re-admission into schools, while article 2 sets forth the measures to be taken in this respect and the basis of preference between pupils.

The third and fourth articles prescribe the procedure for re-admitting pupils reaching the age of military conscription into the third year secondary and fix the fees payable by them.

Article 5 describes the role of the Directorates of Education in this respect.

The sixth and last article specifies the bodies required to implement this Resolution.

Welfare of

155. Bahr, Mukhtar Abdul Kader, "Al-Madrasah Wal-Ri'ayah Al-Sihiyyah Lil-Tilmeez", (The School and the Pupil's Health Care), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8350, (November 7, 1976), p. 5.

Following an introduction on the important role played by the school in raising the standard of education in Egypt, the writer mentioned the conditions which are required in schools in order to help each pupil acclimatize with his particular school.

The writer added that health is vital in helping pupils acquire learning, saying that every effort should be made to help pupils enjoy good health.

In this respect, he mentioned the need for a medical check up of pupils; immunization against diseases, attending to pupils' nutrition and instructing them on the methods of acquiring proper health habits.

Concluding his article, the writer said that pupils should receive psychological and intellectual care, mentioning, in this connection, the role of both the home and the school in providing such care.

TEACHER TRAINING

156. Yassin, Hamdi Mohamed, "Taqweem Al-Rouh Al-Ma'nawiyyah Lil-Mu'allimeen fi Daw' Al-'Idad Al-Tarbawi Wal-Takhassussi", (Evaluation of the Teachers' Morale in the Light of the Educational and Specialized Training), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 175 pages + appendices.

- Dissertation submitted to the Department of Psychology of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in education.

This dissertation comprises six chapters, the first of which stresses the importance of the subject under discussion and defines the various concepts used in the research.

Chapter 2 deals with the previous studies made on the same subject and indicates their significance.

The third chapter is concerned with the procedures for conducting the present research. The writer's assumptions, samples and tools are described in detail.

In chapter 4, an attempt is made to adopt a measurement for the teacher's morale, on the basis of which a statistical treatment is set forth in the fifth chapter, where the outcome of the research is also analysed and interpreted.

The sixth and last chapter points out the academic, social, and practical results of the research and mentions the writer's recommendations and conclusions.

The reference books used by the writer are listed at the end of the dissertation together with seven appendices containing the measurements and tests used by the writer.

TEACHERS, DUTIES OF

157. Bahr, Mukhtar Abdul Kader, "Huquq Al-Mu'allim Wa-Dawruhu Al-Khatir", (The Rights of the Teacher and his Serious Role), "Al-Gumhouriyah" newspaper, 23rd year, Issue No. 8366, (November 23, 1976), p. 5.

Showing that any appreciation received by a teacher reflects on his work and indicating that the teacher's personal abilities, individual possibilities and personal readiness have their bearing on the performance of his teaching profession, the writer showed how the teacher's work is affected by the measure of liberty and independence enjoyed by him adding that things differ from one society to another and from one educational system to another.

The writer went on to emphasize the role of the State in orientation and pursuance adding that such role would ensure the proper social upbringing of students and the thorough training of good teachers who would perform their duties in a perfect manner.

TECHNICAL SCHOOLS

Civics - Teaching

158. A.R.E., Legislations, Laws and Regulations. "Circular No. 157 Dated November 20, 1976 in Connection with the Guidelines for Teaching Civics in Technical Secondary Schools in the School Year 1976/77", Cairo, Cabinet of the Undersecretary for Technical Education, Ministry of Education, 1976. 2 stencil pages.

Following an introduction on the educational function of civics and the aims sought from teaching this subject in technical schools, the Circular mentioned general guidelines for teaching civics.

These guidelines include: preparation of lessons before delivering them, selection of a suitable method for teaching requiring students to maintain a notebook for demonstrating their personal effort, indicating the manner in which students engage in activities pertaining to civics and linking civics to other practical subjects taught in school.

Lastly, the Circular mentioned the factors to be taken into consideration in evaluating students' performance in civics.

Examinations

159. A.R.E., Legislations, Laws, Regulations... etc., "Ministerial Resolution No. 281 Dated December 14, 1976 in Connection With Systems and Controls of Annual and Final Examinations in Technical Secondary Schools (Industrial, Agricultural and Commercial) Following the 3-Year System", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 120 pages.

This Resolution consists of three parts and a number of general rules spread out in twenty one articles.

Part 1, comprising 12 articles, sets forth the rules concerning annual examinations in the first and second years with respect to regular students in technical schools (industrial, agricultural and commercial) as well as external students sitting for examination.

The second part consists of 4 articles which stipulate the rules governing diploma examinations.

Part 3 specifies in one article the rules applicable to diploma examinations for external students.

A set of general rules follow beginning with Article 18 which lays down the regulations with respect to students who fail to keep attendance because of illness or military conscription.

Article 19 makes reference to the list contained in the Appendix which sets forth the maximum and minimum grades obtainable in annual and final examinations in each type of technical education.

Articles 20 and 21 are concerned with the application and enforcement of this Resolution.

160. A.R.E., Legislations, Laws and Regulations. Ministerial Resolution No. 280 Dated December 14, 1976 in Connection With Examination Systems and Control Measures for the Diploma Examination of Cairo Technical Architectural School in Dar El-Salam (Following the 5-Year System). Cairo, Cabinet of the Minister, Ministry of Education, 1976, 2 stencil pages + appendices.

The first of the seven articles comprising this Resolution sets forth the conditions governing the holding of the two sessions of the public examination for students completing the fifth year of their study.

Article 2 indicates how maximum grades are distributed in both the first and second session examinations.

The third article describes the conditions under which a student is considered to have passed the examination, while maximum and minimum grades obtainable in examinations are mentioned in Article 4 with due reference to the lists of such grades appended to the Resolution.

Article 5 stipulates conditions governing sitting for the second session examination while the sixth article sets forth the conditions under which students exhausting all allowed chances can sit for examinations as external students.

The seventh and last article specifies the governmental bodies responsible for the implementation of the Resolution.

Two appendices are attached to the Resolution containing the necessary data about the Section of Sanitary works and public utilities.

Students - Examinations

161. A.R.E., Legislations, Laws and Regulations. "Ministerial Resolution No. 275 Dated December 11, 1976 in Connection with Students Exhausting All Opportunities for Sitting for the Diploma Examination of Technical Secondary Schools (Commercial, agricultural and industrial) Following the 3-Year System", Cairo, Cabinet of the Minister, Ministry of Education, 1976. 2 stencil pages.

This Resolution consists of 4 articles, the first and second of which set forth the conditions under which students and laborers studying in technical secondary schools (commercial, agricultural and industrial) and exhausting all opportunities of success in the diploma examination, may re-apply for sitting for this examination as external students.

According to Article 3, this examination is held in the current year by way of exception.

The fourth and last article specifies the body responsible for the implementation of the Resolution and determines the Resolution's effective date.

TEXT BOOKS

162. Mahmoud, Hafez, "Awdah ila Al-Kitab Al-Madrasi", (Back to the Subject of Text Books), "Al-Gumhouriyah" newspaper, 23rd year Issue No. 8364, (November 20, 1976), p. 5.

After indicating to what extent the Minister of Education responded to the views expressed in the National Council of Education and discussed in the press on the subject of text books and also to the views voiced by the pupils themselves, the writer hailed the efforts made by the Ministry of Education and the General Organization for Academic Text Books to put out suitable books.

Showing how simplification of the material contained in text books influences comprehension, the writer gave examples of some difficult treatment of text book subjects in the primary stage.

Concluding his article, the writer emphasized that good use should be made of the experience acquired from writing text books in order to put out improved editions more appealing and interesting to pupils.

THE NEW SCHOOL YEAR

Adult Education Centers and Classes

163. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 137 Dated October 18, 1976 in Connection with the Preparations for the School Year 1976/77 at the Centers and Classes of Adult Education", Cairo, Cabinet of the First Undersecretary for Primary Education and Teacher Training Colleges, Ministry of Education, 1976. 17 stencil pages.

Following a preamble on the relation between literacy campaigns and the country's overall development and on the importance of the Circular itself in rationalizing the implementation of the Ministry's plans for wiping out illiteracy, the Circular dealt with method and trends of action in pursuing literacy campaigns, all set forth in 15 sections.

In these sections, the Circular reviewed the plan of action and the requirements for its implementation, including financial appropriations, equipment, school programs and schedules, tests, curricula and text books, matters pertaining to students and the teaching bodies, guarantees ensuring continuity of work and training, public service projects and the responsibility of the Ministry of Education in respect thereof, supervision and guidance and the role of section heads and inspectors therein, transportation facilities, evaluation of students work and instructors.

The last section contains instructions on work organization and student registration.

The New School Year and Primary Schools

164. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 98 Dated September 21, 1976 in Connection with the Preparations for the New School Year 1976/77 in Primary Schools" Cairo, Cabinet of the First Undersecretary for Primary Education and Teachers Colleges, 1976. 14 stencil pages.

In its preamble, the Circular explained why its issuance was deemed necessary and emphasized the need for giving special attention to the developed curricula and to the schools with one single class. The preamble also contained some general principles, stressing that they should be taken into consideration, such as the principle of equal opportunities, the need for ascertaining safety of school buildings and for ensuring that buildings and classes of the primary stage are not occupied by schools and classes of another educational stage.

Other subjects covered by the Circular in its fifteen sections are: rules to be observed in connection with school buildings, furniture and equipment; system of admission and re-registration; budgetary appropriations as divided among schools; school plans, curricula; text books and teacher's guides, local conferences and meetings to welcome the inauguration of a new school year; school board; local follow-up and technical guidance; school uniform; teacher training; educational activities; nurseries and kindergartens; centers of complementary studies for those who completed the primary stage; schools with one single class or two classes; examinations and the important educational bulletins which require a thorough study for making good use of them.

TRENDS

165. Ahmed, Soad Zaki, "Ittijahat Al-Talameez nahwa Al-Khurafat Wa-Qiyasuha Wa-Tabayunaha", (Pupils' Inclination towards Superstition and How to Measure its Various Types), Cairo, Faculty of Girls, 'Ain Shams University, 1976. 45 pages + appendices.

- A dissertation submitted to the Department of Psychology of the Faculty of Girls, Ain Shams University for obtaining the degree of M.A. in Education.

In her introduction to this dissertation, the writer underlined scientific thinking, saying that schools have a duty to relay to future generations the cultural, social and scientific heritage.

The text of the dissertation covered three chapters.

Chapter 1 introduces the topic under discussion and shows its dimensions as well as the aim of the research, its significance and the problem faced in coining and defining terms used in the research. It also reviews the previous studies and research conducted on the same subject.

The second chapter sets forth the method adopted and the steps taken to carry out this research, describing the sample chosen, the measurement applied, the tools utilized, the statistical analysis and the scope and hypotheses of this research.

In the third and last chapter, the writer analysed and interpreted her findings. In this connection, she explained how superstitions were classified and statistically analysed and subsequently interpreted.

A set of recommendations were given by the writer who pointed to the problems raised by her research, saying that these problems are worthy of a detailed discussion in future research.

Concluding her dissertation, the writer listed the Arabic and foreign references used in her research and prepared a set of indices showing the necessary data about the classes, schools and students chosen in this research as well as the measure used by the writer.

VOCATIONAL GUIDANCE

166. Al-Taei, Nizar Mahdi, "Al-Tafdeel Al-Mihni (Al-Ikhtibar Al-Mihni) Wa-'Ilaqatuhu bi-ba'd Simat Al-Shakhsiyyah", (Vocational Preference "Vocational Test" as it Relates to Personality Traits), Cairo, Faculty of Education, 'Ain Shams University, 1976. 583 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of Ph.D. in education.

This thesis consists of eight chapters and appendices.

Chapter 1 presents the problem at hand and indicates the aim sought by this reaearch and the writer's assumptions. A definition of the terms used in the research is also given.

The second chapter describes the practical procedure whereby a profession is selected.

Earlier studies dealing with the same subject are reviewed and discussed in chapters 3 and 4 with a view to benefitting therefrom.

Chapter 5 reviews the theoretical set-up and the experimental design of the research, while the sixth chapter indicates the measures taken to carry out the questionnaire, the tools used, the sample selected and the steps taken to ensure that the procedures and statistical analysis are successfully carried out. The writer concludes this chapter with a summary of the subjects covered therein.

The seventh chapter analyses, interprets and discusses the outcome of the questionnaire to determine its accuracy, while in the eighth chapter an evaluation is made of the thesis and a set of recommendations are given for the benefit of the reader. Issues brought up by this research are reviewed for possible treatment in further studies.

The writer's reference books are listed at the end of the thesis together with a set of appendices containing the questionnaire used by the writer and the statistical tables reflecting the data compiled through the questionnaire.

VOCATIONAL INCLINATIONS

167. Dusuki, Mohamed Ahmed Mohamed, "Al-'Ilaqah Bayna Al-Miyul Al-Mihniyyah wa-ba'd Simat Al-Shakhsiyyah". (The Relation between Vocational Inclinations and some Personality Traits), Cairo, Faculty of Education, 'Ain Shams University, 1976. 159 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

The first of the six chapters comprising this dissertation states the problem under discussion and describes the method adopted by the writer in dealing with it.

Chapter 2 explains the meaning of vocational inclinations and temperament traits, while the third chapter reviews the earlier writings on both these inclinations and traits and discusses them.

Chapter 4 describes the writer's plan, tools and samples, while in chapter 5, an attempt is made to discuss the outcome of the statistical analysis of the writer's findings as regards differences in inclinations and traits between pupils in the general secondary education and technical secondary schools as well as the coefficient between inclinations and traits in both types of education.

The sixth and last chapter interprets and discusses the results obtained and reviews suggestions for future research.

A list of reference books in Arabic and foreign languages is appended to the dissertation.

168. Ali, Ya'qub Mursi, "Dirasah Muqaranah bayna ba'd Al-Miyul Al-Mihniyyah lada Al-Shabab fi Jumhuriyyat Misr Al-'Arabiyyah Wal-Jumhuriyyah Al-'Arabiyyah Al-Libiyyah", (A Comparative Study of Certain Vocational Inclinations among the Youth of the Arab Republic of Egypt and the Libyan Arab Republic), Cairo, Faculty of Education, 'Ain Shams University, 1976. 154 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in education.

This dissertation falls into six chapters, the first of which presents the problem under discussion, indicates its importance and mentions the objectives sought by this research.

Chapter 2 reviews the main concepts connected with this research, especially the concepts of culture and inclinations.

In chapter 3, a review is made of earlier studies conducted on the same subject.

The writer's method and plans, including samples and their characteristics and vocational inclination tests and their applications are explained in the fourth chapter.

Chapter 5 contains a statistical treatment of the results obtained while the sixth and last chapter discusses these results and describes some education applications thereof. It also suggests topics for future research.

The writer's reference books both in Arabic and foreign languages are listed at the end of the dissertation.

WOMAN EDUCATION

169. Hassane, Amina Ahmed, "Al-Ta'lim Al-Fanni Lil-Banat fi Misr; Nashatuhu Wa-Tatawuruhu Wa-Ihtimalatuhu Al-Mustaqbalah", (Technical Education for Girls in Egypt; Its Development, Evolution and Future Possibilities), Cairo, Faculty of Girls, Ain Shams University, 1976. 471 pages.

- Dissertation submitted to the Department of Education Fundamentals, Faculty of Girls, Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation consists of six chapters.

Chapter 1 deals with technical Education in the Arab Republic of Egypt and indicates the role of technical education in economic development, the role of women technical education in providing the required feminine manpower and the factors and deterrents which checked girls' demand on technical education (i.e. historial, social, religious, economic and biological factors). The writer then reviewed the problems of technical education in Egypt.

The second chapter indicates the historical development of technical education (commercial, agricultural and industrial) and shows what share women had from such education during the various epochs.

Chapter 3 describes the development of technical education for women in Egypt before and after the July 23 Revolution of 1952. In this respect, it deals with technical education for women from the time of Mohamed Ali until the outbreak of the Revolution. It explains the steps taken to train girls in technical schools after the Revolution.

The fourth chapter deals with technical schools for girls under the Revolution and gives the conditions for admission, the school syllabuses and the system of examination in each school.

Chapter 5 is concerned with the future possibilities of women technical education in the Arab Republic of Egypt, while the sixth and last chapter indicates the vocational aptitudes required in Egyptian girls who wish to follow technical education (in commercial, industrial or agricultural schools).

This chapter also reviews the general conclusions reached by the author as well as the comments, recommendations and suggestions advanced by the author for the development of this type of education.

A bibliographical list of Arabic and foreign references consulted by the author is appended to the dissertation.

YEAR BOOKS

170. Ali, Said Ismail (Editor), "Al-Kitab Al-Sanawi Fil-Tarbiyah Wa'Ilm Al-Nafs", (Year Book of Education and Psychology), Vol. III, Cairo, Dar Al-Thaqafa Lil-Tiba'ah Wal-Nashr, 1976, 396 pages.

This book consists of four parts.

Part 1 reviews six subjects entitled: psychology of a scientific research team, ideologies and Islamic education*, adaptive responses of the human being, towards a new strategy for educational planning in Arab countries, distribution of excitement factors in perceptual judgement and the integrative trend in Egyptian contemporary thinking*.

The second part reviews an important educational document on the educational movement in Egypt in the past, present and future*.

Part 3 consists of A bibliographical list of educational material published in 1974, while the fourth and last part entitled "Diary of Education", reviews the most important educational events in Egypt during 1975 arranged in chronological order.

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* A separate review of this topic is given hereinafter.

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